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ABSTRACT

The changing role of staff development for teachers and trainers in Australia's vocational education and training (VET) sector was examined. Data collection strategies were as follows: a preliminary analysis of VET staff development provision; a literature review of mainly Australian sources; a Delphi survey involving 31 key stakeholders in VET across Australia; telephone interviews with human resource personnel in a national stratified sample of 394 public and private registered training organizations; a survey of 686 teachers and trainers in those organizations; and analysis of 15 case studies of staff development in selected VET organizations and programs. The examination focused on the following aspects of the topic: characteristics of teachers/trainers in the VET sector; future policy challenges and VET teachers/trainers; current arrangements for staff development; VET teachers/trainers and their experiences of staff development; and good practice in staff development for VET teachers/trainers. The overall profile of VET staff was one of a very diversified work force. Very different patterns in the approaches of public and private VET providers to staff development were found. (Twenty-nine tables/figures are included. The bibliography contains 67 references. Appendices A-F feature a literature review; overview of current provision of staff development; Delphi study; telephone survey; questionnaire; and case studies.) (MN)

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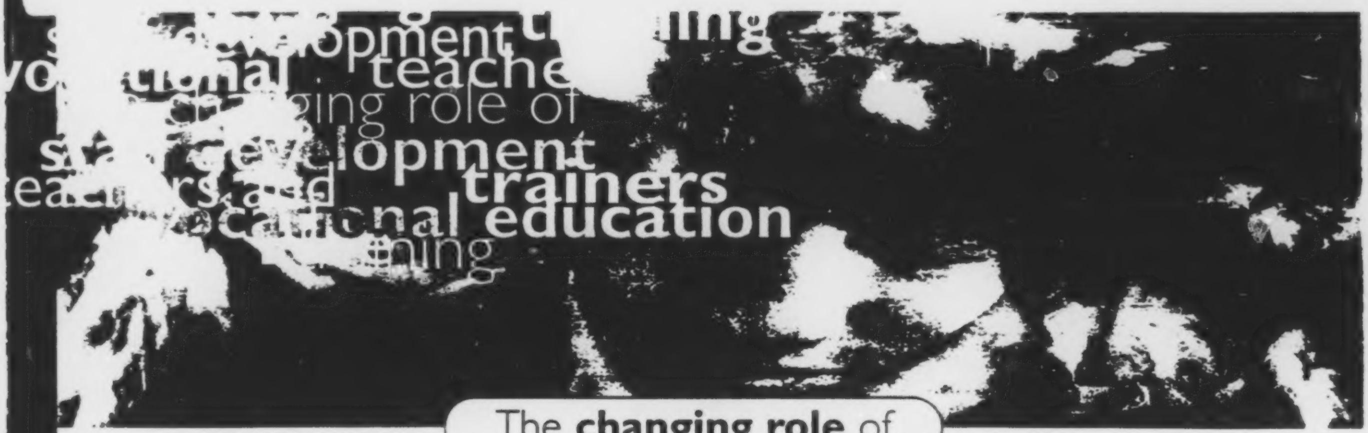
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Executive summary

This study explored the changing role of staff development for vocational education and training (VET) teachers and trainers in Australian public and private registered training organisations. Substantial reforms in the VET sector over the past decade have had considerable impact on the work of teachers and trainers. In this context of rapid change, the nature, direction, delivery, access and funding responsibility of staff development are undergoing transformation. The purpose of this research, therefore, was to examine current staff development provision, research a range of issues relating to the staff development of VET teachers and trainers, and make recommendations in the light of the new education and training environment.

The lack of national data on VET teachers and trainers, increasing devolution of staff development within VET systems and the complexity of the issues meant that a combination of research approaches was required. Information for the study was gathered in six different ways:

- a preliminary analysis of VET staff development provision, from information furnished by State/Territory authorities and universities
- a literature review of mainly Australian, but also some international publications on VET staff development
- a Delphi survey involving three rounds of surveying 31 key stakeholders in VET across Australia
- telephone interviews with human resource personnel in a national stratified sample of 394 public and private registered training organisations
- a questionnaire survey of 686 teachers and trainers in those organisations
- analysis of 15 case studies of staff development in a number of VET organisations and programs

The overall profile of VET staff is one of a very diversified workforce, where shifts are occurring in terms of such important work factors as employment patterns, required qualifications, fields of study, training market competition and nature of delivery.

Key stakeholders in VET identified a number of particular challenges which staff in the VET sector are likely to face during the next five to seven years. The most critical were operating in a competitive market, keeping up to date with changes in VET, flexible delivery, understanding and working with training packages, and using technology. Only about half of the current VET staff were considered to possess the necessary attributes, skills, knowledge and capabilities needed to meet these challenges. These capabilities were not seen to be uniformly distributed in the workforce, with groups such as part-time, older and casual staff often perceived as having less expertise. Slightly less than half the current VET teachers/trainers were considered to possess the attributes, skills and knowledge required to improve the quality of VET provision. These findings have significant implications for staff development during the next few years.

The study found quite different patterns in the approaches of public and private VET providers to staff development. One of the most important differences is in what is expected of teachers/trainers at the time of appointment. Private providers are far more keen to recruit already qualified staff, while TAFE is more prepared to allow staff to complete teaching/training qualifications following appointment. This difference explains to a considerable extent their varying approaches to subsequent staff development. Far more TAFE institutions have specialist structures for staff development than do private providers, and they offer far more courses at all levels than do private providers, especially at diploma levels and above, reflecting their longer history and larger size. It is clear that the Certificate IV in Assessment and Workplace Training has become the *de facto* qualification for teaching/training in VET. This will increasingly be reinforced by the common stipulation within training packages for this level of qualification, and by the finding in this study that decisions on staff development tend to be influenced more by policy imperatives than by industrial relations agreements or career plans.

The findings indicate that it is factors more external to providers and their staff that are impacting most heavily on decisions made by providers about staff development. The changing policy context of VET strongly influences the nature and extent of staff development, particularly so in the case of public institutions. The combined impact of the changes in the VET sector is causing increased pressures on the work of teachers and trainers. This factor is reported as easily the most critical factor in preventing them from undertaking further staff development. Nevertheless, the results indicate that a substantial quantum of both formal and less formal staff development is happening.

The degree to which permanent, contract and casual/sessional staff had access to and participated in staff development was found to differ greatly. Providers generally favour permanent staff in terms of their support for staff development. Currently there are substantial barriers to participation in staff development for both permanent and non-permanent staff. The study identified five main barriers—time, access, lack of funding, lack of information and cost.

Throughout this study, the various informants made frequent reference to three interrelated concerns which had as their focus: funding, sectoral change and competition. Linked to these concerns, three key trends were identified as emerging, or already evident and becoming stronger:

- a shift in the balance of staff development activities away from individual to corporate concerns
- greater differentiation in the roles of teachers and trainers
- an increasing diversity in the ways staff development needs are addressed

This study has articulated some of the tensions that exist between priorities for meeting corporate and staff needs within the VET sector. Key stakeholders identified current challenges for staff development almost entirely in terms of compliance with the immediate agendas of various external agencies to whom the providers are accountable. The needs of the individual were seen as second order. The implication was that students would be best served by organisations achieving a high order of compliance in nominated areas. On the other hand, when asked to identify future staff development challenges, areas related to the development of individual expertise as a teacher or trainer came to the fore. There would appear to be a realisation that quality VET delivery will require individual expertise of a high order. Nevertheless, current resourcing is primarily directed to compliance.

The results suggest that the roles of teachers/trainers will become more differentiated. Teachers will need to be appropriately skilled so that their practice reflects the changes resulting from the new sectoral requirements emerging from this increasingly differentiated workforce in VET. For some trainers, the focus of their contribution to VET delivery will be very narrow; some may be employed almost solely for their technical currency and have minimal training in instructional techniques.

The implications of this differentiated approach are significant, and are discussed in the report. In particular, a differentiated workforce implies that staff development requirements will vary. Those with higher responsibilities are most likely to have greater access to staff development opportunities. It seems likely that little staff development beyond the Certificate IV in Assessment and Workplace Training will be made available by providers. There are signs that many contract and part-time practitioners are upgrading qualifications in order to seek permanency at a time when such opportunities are becoming less common.

In the current situation, staff development has often come to be associated with information downloading. This is a reflection of the compliance/time pressures on the VET sector in a culture of 'top down' change. This environment increases the tension between the compliance needs of systems/organisations and the needs of the individual as a professional, and also highlights the uncertainty and lack of agreement over what is legitimate staff development. This in turn raises the question of what constitutes a VET professional at a time when the teaching role is being broken down into professionals and paraprofessionals.

There was considerable evidence of an increasing diversity in the ways staff development needs are addressed, with responses prompted by many different factors explained in the report. At present it seems that individual providers and systems are struggling to address these factors using a variety of approaches, some of which are *ad hoc* and reactive. The situation is clouded by a lack of suitable evaluation of staff development programs and their impact.

Staff development provisions appear to be inadequate to meet demands at the present time. This is especially true for non-permanent staff who deliver the majority of training programs in many training providers. Questionnaire data indicated that many staff had not completed any staff development related to current National Training Framework issues and artefacts such as training packages, user choice, New Apprenticeships and competency-based assessment despite the emphasis on the need for compliance. These data were supported by key stakeholders suggesting that about half the current teachers and trainers in the VET sector did not possess the necessary attributes, skills and knowledge needed to face future challenges. Unless such inadequacies are addressed, the quality of VET provision is likely to suffer.

While examples of good practice in staff development were revealed in this study, there was also evidence of the need to improve the quality of and participation rate in staff development programs. The project identified seven critical success factors in staff development and these were used to generate a process-oriented framework of 'good practice'. The use of this process-based framework is intended to guide the creation of a variety of programs in response to a diversity of needs. Such a diversity of responses provides an appropriate basis for the successful evolution of vocational education and training within the changing environment and should help ensure the sustainability of industries served by the sector.

The study concluded with eight recommendations and a number of areas for further research.

1 Background to the study

Introduction

Teachers and trainers employed in the vocational education and training (VET) sector have been subjected to unparalleled change in the last ten years. Substantial reforms have taken place in the sector, all of which have had a dramatic impact on the nature of teachers' and trainers' work (see appendix A). VET teachers/trainers are now working in a system that is characterised by increasing competition between providers, calls for greater accountability and the need to develop co-operative and flexible responses to their students and other clients.

Tight economic conditions, government policies and a changing labour market have altered the role of the VET teachers/trainers dramatically. One recent report boldly pronounces it 'a paradigm shift ... in the profile of the TAFE teacher's professional relationship with the TAFE enterprise' (OTFE 1997, vol.1, p.6). The most influential factors in this change arguably have been the emphasis on competency-based training and assessment, the introduction of an open training market, and the national focus on demand for, rather than supply of training. Collectively, these factors have fundamentally transformed VET's orientation from education to that of business and service, and shifted the VET teacher along a continuum from an emphasis on teaching and creating curriculum more towards entrepreneurial brokering and delivery of prescribed competencies.

Within the Australian workforce in general, and in VET specifically, data suggest that the concept of permanent, full-time employment is no longer the usual form of employment for many workers. There is strong growth in 'non-standard employment' (Curtain 1996), and this trend does not appear to be merely an aberration that can be attributed to specific economic and social conditions unique to the past few years (Centre for Policy Studies, Monash University 1998; Access Economics 1998). Relevant literature (see appendix A, for example, Mathers 1997; Fooks et al. 1997; Malley et al. 1999) on the employment of VET staff in particular suggests that:

- both TAFE institutes and private providers are becoming increasingly reliant on casual and contract staff, with a decreasing number of staff in ongoing positions
- TAFE institutes provide a wide scope of education and training services when compared with other private providers, catering for more full-time students enrolled across a wide range of qualifications, and therefore having to provide a wide range of student services
- VET, and particularly TAFE, teachers are increasingly becoming involved in the delivery of VET in schools, raising issues about initial teaching qualifications that these teachers may need
- the Victorian TAFE teaching workforce over the last several years has not increased significantly in size despite increases in total student contact hours, has witnessed a significant shift in gender composition with increasing numbers of women, has shown a trend for more teachers moving into positions where their primary roles were those of knowledge managers and workers, and has increased only in specific occupational fields reflecting shifts in the economy
- the functions of management and delivery of VET are increasingly being separated
- what is occurring is a convergence between the previously separate fields of human resource development and education

- the TAFE workforce in particular is relatively old, and that large numbers are likely to be exiting in the next few years, raising issues for succession planning and staff development

In this context, staff development today assumes a significance greater than it has ever had before. Many reports highlight the need for VET staff development to assist teachers/trainers cope with change and their own rapidly shifting role. However, the very nature, direction, delivery, access and funding responsibility of staff development are themselves undergoing fundamental transformation.

For a number of years, various universities have provided VET practitioners with initial teacher training. However, in recent years industrial relations agreements have affected many aspects of teachers' work and have also impacted on the availability and take-up of staff development activities by VET staff.

Many of the early staff development initiatives were primarily designed for those employed as teachers and trainers who had not completed an initial teacher preparation course. Such initiatives focussed on awareness-raising and skill development, and 'train-the-trainer' type models tended to predominate. Generally, evaluations revealed that these approaches were too generic and had limited impact (Simons & Harris 1997).

In the 1990s, a number of large-scale staff development initiatives were developed at both State and federal levels related to policy changes. Examples of these programs include: Implementing CBT, CBT in Action, AVTS Professional Development, National Transition Program, various National Staff Development Committee (NSDC) initiatives and, more recently, Framing the Future and Learnscope. Evaluations have also shown the potential of action learning approaches to have greater impact on organisational change and participant development (Kelleher & Murray 1996), though issues with these approaches still remain (Boydell & Leary 1996; Perkins 1997; Lowrie, Smith & Hill 1999).

Recent literature has argued for the development of new models that offer a re-conceptualisation of the nature of staff development. Hill and Sims (1997) argue that the professional development of educators needs to be much more than education and training. It needs to embrace the development of educators at the professional, personal and general levels thus providing educative experiences which are not restricted to specific current or future roles and cater for the reality that the nature of work is in a state of considerable change. Development needs to promote the ability of individuals to grow and change to enable them to meet these changing demands. Other work highlights that staff development is not yet sufficiently appreciated, planned or implemented as a strategic activity, and points to the significant challenge offered by the management of change and the need to use staff development in a strategic manner to facilitate innovation within the VET sector (Harris & Simons 1997; Harris 1999).

This study

The current study takes up these issues and builds on this previous work within the context of the changing policy and work environment in which VET practitioners operate. The purpose of this research was to examine current staff development provision, research a range of issues relating to the staff development of public and private VET teachers and trainers, and make recommendations in the light of the new education and training environment. The five project objectives were as follows:

- to identify the demographic profile of teachers and trainers employed in various modes in a nationally selected representative sample of registered training organisations (RTOs)
- to outline current employment modes of teachers and trainers in RTOs and the access of teachers and trainers in the various modes to staff development
- to identify current arrangements and evaluate the appropriateness of initial teacher training

- to identify the current skill strengths and weaknesses of VET teachers and trainers and in particular their current capacity to meet the challenges posed by the new National Training Framework (NTF) and the introduction of training packages
- to outline best practice models of staff development for VET teachers and trainers and identify any barriers to developing best practice models of development for VET teachers and trainers

These issues of interest called for a combination of research approaches. The design needed to include a robust quantitative analysis of current modes of employment from a national sample of the RTOs. It also needed to collect data on the various approaches to staff development available to teachers and trainers and to couple these with an exploration of the links between these approaches and employment modes.

Such macro level analysis needed then to be complemented with qualitative data collection methods. This would allow a detailed examination (at the micro level) of current approaches to staff development, their appropriateness for staff employed in a variety of modes and their impact on the quality of teaching and learning. These issues required a multi-faceted design, bringing together insights from multiple perspectives to inform current approaches and to provide strategic directions for the future.

Accordingly, information for this study was gathered in six different ways:

- a preliminary analysis of VET staff development provision (as at the start of the project), from information furnished by State/Territory authorities and universities
- an extensive literature review of mainly Australian, but also some international, publications relating to VET staff development
- a Delphi survey involving three rounds of surveying 31 key stakeholders in VET across Australia
- telephone interviews with human resource personnel in a national sample of 394 public and private registered training organisations
- a questionnaire survey of 686 teachers and trainers in those organisations, and
- analysis of 15 case studies of staff development in a number of VET organisations and programs

Previous empirical studies on VET staff development have tended to focus only on specific States (one exception is Lowrie et al. 1999), particular providers or only the public sector. They have also not investigated employment modes of teachers and trainers as the central focus. This study therefore breaks considerable new ground, in that it has:

- gathered data at systemic (from State/Territory authorities and universities), organisational (from human resource personnel) and individual (from teachers and trainers) levels
- included both public (TAFE) and private (community-based, enterprise-based and commercial) providers
- concentrated on employment modes of VET staff

While the undertaking of this study has been fraught with methodological difficulties—the main ones being the lack of national data on teachers and trainers in VET and the devolution of staff development within VET systems—the researchers believe that their attempt to analyse the changing role of staff development in this sector has resulted in a valuable product for a range of stakeholders.

Significance for key stakeholders

Within the current VET climate, policy-makers and State/Territory training authorities have a lesser role to play in the direct provision of services, but an increased role in providing the right conditions to ensure a quality VET system. This role requires that policy-makers have direct access to relevant, accurate and 'user friendly' information that will allow them to monitor the key policy drivers and make recommendations to support the policy directions of the government of the day. The research methodology in this study ensured the collection of a robust set of data which details the structure and patterns of employment for teachers within RTOs. These data provide a basis for examining links between modes of employment and access to staff development. The data therefore provide policy-makers with an accurate portrayal of the current trends and issues with regard to links between modes of employment and access to staff development. This portrayal provides the necessary background data against which issues relating to the provision of staff development activities that will have the most impact on the 'bottom line' (that is, the quality of VET provision) can be examined.

Teachers, trainers and managers within the VET system are charged with the responsibility of implementing a range of new initiatives under the National Training Framework. Staff development is an important component of the change process that needs to be applied in a strategic manner to support the efforts of VET staff (Harris et al. 1995). Knowledge of the most appropriate approaches to staff development for the full range of staff employed in RTOs is therefore vital. In addition, the modes of staff development most likely to bring about desired changes are also essential. Data collected from this research provide a sound basis for teachers and trainers to support their decision-making in relation to the type of staff development activities most suited to their particular circumstances.

These data also inform managers in VET providers of the potential range of staff development activities available and an assessment of the suitability of these arrangements. The data underscore potential gaps in staff knowledge and skills that might need addressing and provide information on the impact of various employment modes and professional development arrangements on the quality of VET provision. This information provides managers with a sound knowledge base to inform their decision-making and negotiations with staff in regard to the nature and types of staff development most suited to enhancing the provision of VET within the context of their organisation and its role and functions under the National Training Framework.

The research methodology has also allowed compilation of valuable information to inform those institutions in the VET and university sectors responsible for the provision of staff development and teacher/trainer education for VET staff. The methodology provides an analysis of key factors (such as employment trends, effectiveness of current approaches to the provision of education and training, types of staff development most likely to impact on the quality of teaching and learning) which can inform curriculum processes within these institutions. The data can support these providers to increase their responsiveness and relevance in meeting the needs of the full range of VET staff, and in particular those staff who, in the past, may not have had access to such staff development opportunities because of their part-time or casual status within the workforce.

Structure of this report

This report is structured in the following way. The text contains the synthesis of the key findings (sections 2 to 6) from the six data-gathering components and the overall conclusions and recommendations (section 7). The appendices (A to F) provide the considerable detail on each of the six components. There are frequent cross-references in the body of the report to the appendices. The reason for structuring the report in this way was to keep the report as succinct and as readable as possible, and to enable readers desiring to know the detail and methodology to refer to appended material. Figure 1 provides an overview of this report by mapping the project's five research methods against the six data collection strategies that were used during the course of the research process.

Figure 1: Report structure: Research objectives x methodologies x report sections/appendices

Research objectives	Literature review	Overview of current SD provision	Delphi survey of key VET stakeholders (n=31)	Survey of HR/SD personnel in RTOs (n=394)	Survey of VET teachers/trainers (n=686)	Case studies (n=15)	Report
1 To outline current employment modes of teachers/trainers in RTOs and the access to SD of teachers/trainers employed in various modes				Employment modes	Employment modes Access Barriers	Access	Sections 2 & 5
2 To identify the demographic profile of the teachers and trainers employed in the various modes in the selected nationally representative sample				Numbers x mode Gender	Years worked Other demography Formal qualifications		Section 2
3 To identify current arrangements and evaluate the appropriateness of initial teacher training	[other studies]	Overview of practice in SD		Recruitment Qualifications required Organisational support Needs identification SD decisions	Employer support Relevance of SD activities	SD programs % payroll Relevance of qualifications	Sections 4, 5 & 6
4 To identify the current skill strengths and weaknesses of VET teachers/trainers, and in particular their current capacity to meet the challenges posed by the new National Training Framework and the introduction of training packages	[other studies]		Challenges Preparedness Evaluation of programs Skills needed and possessed			Skill gaps Readiness Changes	Sections 3, 5 & 6
5 To outline best practice models of SD for VET teachers/trainers and identify barriers to developing best practice models of development for VET teachers/trainers	Changing models of SD issues		Barriers to SD Improving quality of VET			Models Barriers Good practice elements	Section 6
Report →	Appendix A	Appendix B	Appendix C	Appendix D	Appendix E	Appendix F	Full report

SD = Staff development
HR = Human resources

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2 A profile of teachers and trainers in the VET sector

Introduction

In investigating staff development, this study has begun the process of building a demographic profile of VET teachers and trainers. The aim was not to undertake a national census of such staff, for that would have required a different type of study (note that there is no national database of VET teachers and trainers). Rather, within the parameters of a study whose primary focus was staff development provision, the research gathered information on who these staff were in terms of selected demographic characteristics and particularly employment modes. In this way, this section addresses research objectives 1 and 2 (see figure 1).

Two main phases of the study provided information for the profile:

- the survey of human resource (HR) personnel in 394 registered training organisations across Australia (see appendix D)
- the survey of 686 teachers and trainers within those registered training organisations in which human resource personnel agreed to distribute questionnaires to small samples of their staff (see appendix E)

The first (the HR survey) provides a more representative sample than the second (the teacher survey), in that the sample was selected proportionately across the States and Territories using the National Training Information Service database. In the absence of national data on VET staff, it is not possible to judge the representativeness of the teacher sample—it comprises only those staff in organisations whose human resource person agreed and then those who responded. (Sampling details are presented in the respective appendices D and E.) Information from the literature review (see appendix A) is also summarised, where relevant, to provide context.

VET teachers and trainers

'Whilst there is no specific data collected from TAFE and other VET providers on the number of teachers and trainers employed in that sector' (NCVER 1998, p.317), recent data on employment in the education industry in general reveal some indicative trends which furnish some context for this study. In particular, these data show that:

- just over 590 000 people are employed in the education industry
- nearly two-thirds of all these employees are women
- the industry is characterised by a fairly high level of part-time employment, with approximately one-third of all positions being part-time (NCVER 1998, p.315)

The ABS (1997) *Labour force Australia* showed that there were approximately 31 400 TAFE teachers and 'a further 57 500 extra systemic teachers and instructors' (NCVER 1998, p.317). Many in the latter group would be teachers and trainers in private training providers and persons employed as trainers in a wide variety of enterprises. The NCVER study notes that this estimate of TAFE teachers is probably not an accurate one since it would not include those instructors employed in TAFE on a casual or part-time basis and whose primary place of employment is in another industry (NCVER 1998, p.317). These data reinforce the concept that permanent, full-time employment is no longer the usual form of employment for many workers.

In the HR survey in this study, the 394 organisations employed a total of 24 233 VET teachers and trainers. When asked to provide a breakdown of these employees into various employment modes, the respondents were not always able to cite numbers. This was particularly the case, not altogether surprisingly, in the larger, more diverse and multi-campus TAFE institutions. However, of those who were able to answer this question, the figures in table 1 indicate the number of teachers and trainers in these employment modes (with definitions footnoted), showing that almost half (46%) of the total number of teachers and trainers reported by the HR respondents have been accounted for in these figures.

Table 1: Employment mode and gender of teachers and trainers in providers where figures were given in the HR survey

Employment modes*	Gender	Number reported	Percentages
Permanent	females	2009	45.4
	males	2418	54.6
Total:		**4427**	**100.0**
Contract	females	1278	47.1
	males	1434	52.9
Total:		**2712**	**100.0**
Casual/sessional	females	1790	54.7
	males	1485	45.3
Total:		**3275**	**100.0**
Self-employed	females	276	42.7
	males	370	57.3
Total:		**646**	**100.0**
Agency-employed	females	17	70.8
	males	7	29.2
Sub-total:		**24**	**100.0**
Total:		**11 084**	**100.0**

* Definitions used in this study (see appendix E):
Permanent staff: employed on an ongoing continual basis
Contract staff: employed on a fixed term contract
Casual/sessional staff: employed on an hourly basis (not entitled to sick pay or paid holidays)
Self-employed contractors: self-employed staff recruited for a specific period of time to undertake a specific role such as curriculum development, research etc.
Agency-employed staff: employed by a labour hire firm or an employment agency, and then subsequently hired out to organisations

Of these 11 084 teachers and trainers, 51.5% were male and 48.5% female. By mode of employment, 40% were permanent, 25% contract, 30% sessional/casual and 5% self-employed contractors. More males than females were permanent, contract or self-employed contractors, with females predominating in the casual/sessional and labour hire modes of employment.

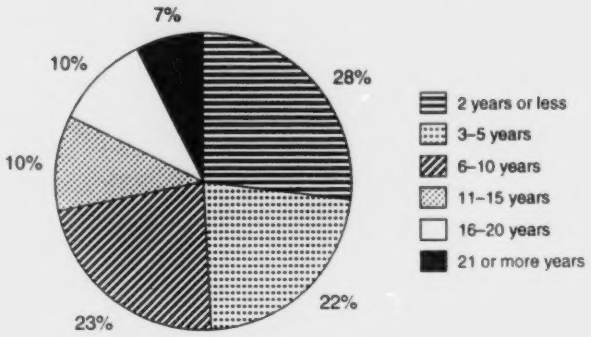
The respondents in the teacher survey comprised 47% male and 53% female, thus revealing a slight over-representation of female respondents compared with figures reported in the HR Survey. Employment mode showed 53% permanent, 23% contract and 20% casual/sessional and 4% self-employed contractors. The higher proportion of permanent compared with casual/sessional staff in this teacher sample is not unexpected given the difficulty of capturing casual staff, especially near the end of the year, to participate in surveys. Again, more males than females were permanent and self-employed contractors (in the same proportions as reported by the HR respondents), but this teacher sample was less represented than in the HR survey in contract and casual/sessional males.

The proportions in the various employment modes did not vary greatly by type of organization—whether public (TAFE) or private (commercial, community or enterprise based). The main variation was TAFE having 30% of its staff as contract compared with 15% in the private RTOs, and correspondingly lesser proportions in the other employment categories. The proportions of TAFE staff in these employment modes in this study were very similar to those in a recent report (Malley et al. 1999) on TAFE teachers in Victoria in 1998 (permanent 53%, contract 34% and sessional 14%).

Three-quarters of the teachers were aged between 35 and 54 years, 45% in their forties. Only 13% were under 35 years (and the remaining 11% were 55 years or more). This distribution by age is expected, given that VET teaching/training is nearly always a second or subsequent career for those employed in the sector.

Figure 2 presents the distribution of the sample by years with their current organisation.

Figure 2: Years of employment of the teachers and trainers with their current organisation



One-half of all teachers/trainers had been working in their current organisation for five years or less, and almost three quarters (73%) had been employed there for ten years or less. When analysed by type of organisation, the trend is for the proportions of TAFE staff in each bracket of years to rise substantially, from just over 41% and 43% in the two brackets of less than five years' employment in their organisation to 66%, 74%, 59% and 68% in last four brackets. TAFE staff are far longer serving than private provider staff. The equivalent proportions for commercial and community organisations declined as the years of employment rose.

There was a very clear trend that the longer the teachers/trainers had been employed in their organisation, the higher the proportion who were permanent: from 33% in the less-than-two years bracket and 42% of the three-to-five-years bracket to over 80% in the final three brackets of years. The converse was apparent with contract staff: from 38% in the under-two-years bracket to 4% in the over-20-years bracket, and with casual staff, whose equivalent proportions were 27% to 6%.

The shorter-serving staff were mainly female and the longer-serving staff were mainly male. While in the under-two-years' bracket, 58% of staff were female, by 16 to 20 years of service that proportion had declined to 39%, and by the over-20-years service, to 16%. This trend of increasing numbers of females in the teaching workforce was also shown in the report by Malley et al. (1999, p.22) for the years between 1993 and 1998 in the Victorian TAFE system.

Another interesting decline with increasing years of employment related to the proportions of staff delivering in particular fields of education. For instance, in computing/IT, while there were 13% to 16% teaching in that field of study in the three-years' brackets up to ten years or less of employment, by the last two brackets—16 years or more—the figure had dropped to 3% and 4% respectively. Presumably this is a clear indication that expertise in this rapidly changing field of education is the province of the more recently employed. A second example is service/hospitality, where the proportions declined from 11% and 14% in the first two brackets to 3% and 4% in the longer-serving two brackets. Again this may be the consequence of a relatively newly emerging industry, or it may be linked in this sample with the dramatic decline in the number of females as the years of employment increase.

Teachers'/trainers' workplaces

The changing environment of VET has seen the number of private providers registered on the National Training Information Service (NTIS) database increase to over 3000 across all States and Territories. In addition, a number of enterprises are now involved in the delivery of VET across a range of industries. Teachers/trainers are increasingly involved in arrangements whereby their services are 'sold' to meet a variety of training needs in local industry and even in overseas countries. These changes have resulted in a fundamental shift in the notion of a VET teacher. It is difficult to define their work any more in terms of the number of classes or the numbers of students with whom they may work over a given time period. In many instances teachers and trainers in VET are working part-time. Persons filling the role of teacher or trainer can have a diverse range of qualifications (generally in a specific trade or discipline, as well a teaching/training or human resource development/management qualification) and are often working under a variety of non-teaching awards and conditions (ACCIRT 1998).

The organisational distribution of the 686 teachers and trainers in the teacher survey showed the following in terms of their employment:

- 55% in public RTOs
- 36% in private RTOs
  - 20% in community-based providers
  - 11% in commercial providers
  - 5% in enterprise-based providers
- 9% in 'other' categories (mostly combinations of the private categories of provider)

From the HR survey, 51% (n=200) of the RTOs were reported to be single-site organisations, the remainder multi-site. Only 6% (n=3) of the 48 TAFE institutions were single-site, compared with 61% (n=100) of commercial, 59% (n=69) of community-based and 44% (n=26) of enterprise-based providers.

Figure 3 presents the proportions of training providers offering various levels of qualifications to clients. These data show that, at every level, higher proportions of public than private institutions provide these qualifications, particularly so at the level of diploma and above. This reinforces the observation of Fooks et al. (1997) that TAFE institutes provide a wide scope of education and training services by comparison with private providers (in appendix A). This presumably reflects their longer history in VET provision and their larger size. It could be argued that these higher-level courses require teachers/trainers with more detailed and ongoing staff development than lower-level courses.

From the information provided by human resource respondents in this study, industry was confirmed as the strongly favoured source of recruitment for teachers and trainers. Thirty-seven per cent declared that industry was the first choice for permanent teachers, 24% the first choice for contract staff and 29% the first choice for casual/sessional staff. The other key source was their own organisation, where figures of 21%, 9% and 10% were given respectively as first choice sources for these three modes of employment. Only for very small proportions of RTOs were universities, schools, other public or private VET providers or employment agencies/labour hire firms the first choice sources of recruitment.

The employment mode of the teachers/trainers was as follows:

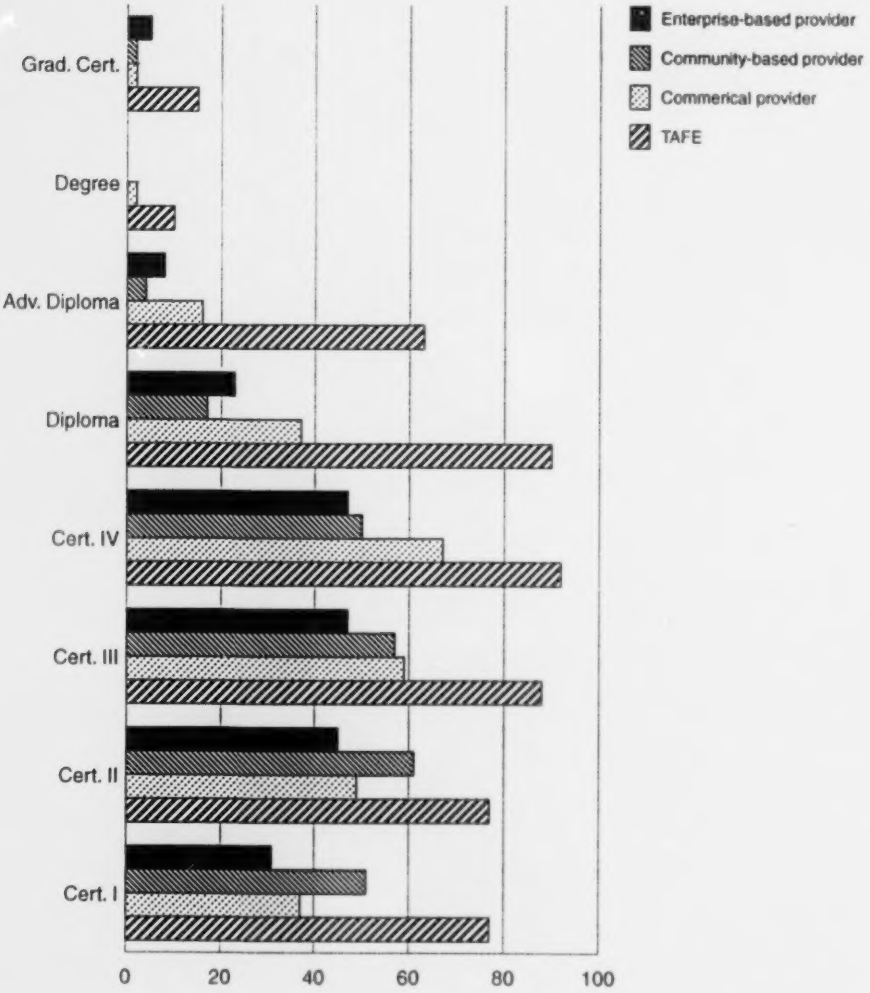
- 53% permanent
- 23% contract

- 20% casual/sessional
- 4% self-employed contractors

Within each of the four types of providers, there were not great differences in employment modes. Around 50% were permanent in three of them, with a higher proportion (65%) permanent in enterprises. TAFE and community-based providers were more likely to employ contract staff, the other two more likely to engage self-employed contractors, and enterprises less likely to employ casual/sessional trainers.

The teachers/trainers had served an average of 8.0 years (ranging from 0–36 years) in their current organisation and 5.1 years (ranging from 0–28 years) in their current position (5.9 years for TAFE and 4.2 for private staff). Private teachers/trainers had worked in their RTOs for a far shorter time than those in TAFE, as 62% of private staff, contrasting with 38% of TAFE staff, had been employed in their RTO for five years or less. This difference does not necessarily reflect a higher turnover in private organisations; it may simply be because of the younger history of these RTOs.

Figure 3: Percentages of responding providers offering various levels of qualifications



Teachers'/trainers' work

In this study, one-fifth of the teachers and trainers (n=141, 20.6%) worked for more than one VET provider. One-quarter of the private staff, compared with 17% of the TAFE staff, worked for other providers. These teachers/trainers are a component of the workforce that is becoming known as 'portfolio workers' (that is, having a number of part-time jobs), a very important and interesting segment of the increasingly differentiated teaching/training workforce.

Nearly one-quarter of the respondents (n=163, 23.6%) claimed that their main occupation was not as a teacher or trainer. For example, many of those in the casual/sessional mode of employment would have had occupations other than teaching as their primary job. Eighty-six per cent of the TAFE staff listed their main occupation as that of a teacher/trainer, compared with 64% of the staff in private providers.

The mode of delivery in which the majority (52%) worked was 'predominantly institution-based', with lesser proportions reporting 'predominantly flexible delivery' (28%), 'predominantly on-job' (18%) or a combination of these modes (29%) (some respondents gave more than one answer). Far more TAFE staff (63%) were engaged in institution-based delivery than non-TAFE staff (40%).

An evident trend was for the proportions working in institution-based delivery to increase gradually with years of employment (from 44% in the under two years bracket to 62% and 54% in the upper two brackets). The proportions working in flexible delivery mode tended to decrease with years of employment (from 33% in the first bracket to 22% in the last two brackets).

An interesting insight is gained by cross-tabulating mode of delivery with employment mode for the two-years-or-less length of employment bracket. Of the predominantly institution-based delivery staff in this freshly employed group, only 23% were permanent (although the permanent proportion in this cohort was 33%), and 39% were casual/sessional (their proportion in the cohort was 27%). In other words, there appears to be a trend here of casual/sessional teachers/trainers being employed to 'fill the gap' while permanent staff take up opportunities in other learning environments. By the next bracket of years of employment (3–5 years), the proportions of permanent (41%) and casual/sessional (31%) staff in the predominantly institution-based delivery mode did represent their proportions in that cohort (42% and 30% respectively).

Another evident trend is the smaller numbers in employment of permanent staff by TAFE in particular. The great majority of the teaching staff employed in TAFE in the last two years was employed on a contract (54%) or casual/sessional (34%) basis (table 2).

Table 2: Type of organisation, by mode of employment for those teachers/trainers employed in that organisation for two years or less

Type of organisation that distributed questionnaire	Permanent		Contract		Casual/ sessional		Self-employed contractor		Total	
	N	%	N	%	N	%	N	%	N	%
TAFE	9	12	40	54	25	34	0	–	74	100
Commercial provider of VET	16	52	3	10	9	29	3	10	31	101
Community-based provider of VET	18	40	16	36	11	24	0	–	45	100
Enterprise-based provider of VET	5	56	4	44	0	–	0	–	9	100
Other	11	58	4	21	4	21	0	–	19	100
Total	**59**		**67**		**49**		**3**		**178**	

These findings are consistent with those in the report by Malley et al. (1999, p.22) on Victorian TAFE teachers, which found 'a significant redistribution of the teacher workforce' from permanent to other employment modes. It also aligns with anecdotal evidence that suggests that TAFE have shifted recruitment policies to deal with increasing budgetary constraints. The employment of casual and contract staff may also be a strategy to ensure that VET teachers and trainers are up to date with industry requirements.

The predominant fields of study in which the responding teachers and trainers worked were business/administration (n=127), multi-field education: ESL, literacy, numeracy (n=125), health/community services (n=103), computing (n=78), and service/hospitality (n=65). TAFE staff were concentrated more than private staff in architecture/building (7% cf. 3%), surveying/engineering (10% cf. 4%), hospitality/service (12% cf. 7%) and arts/humanities/social sciences (12% cf. 5%). Staff in private RTOs were more involved than those in TAFE in the four areas of health/community services (21% cf.12%), ESL/literacy/ numeracy (21% cf. 17%), education (13% cf. 6%) and computing (15% cf. 10%).

A noticeable trend in these data is the shift in employment patterns in various educational fields across the years of service. In the case of the teachers/trainers appointed in the last two years, the appointments were most numerous in business/administration (20%), health/community services (16%), multi-field education (14%), computing (13%), service/hospitality (11%) and agriculture/horticulture (7%). Very small percentages of staff were appointed in the more 'traditional' areas such as architecture/building (3.9%) and surveying/engineering (2.8%). This contrasts with the figures for staff who have been working a long time in their organisations (for example, 21 years or more), where heavier numbers are concentrated in surveying/engineering (25%) and architecture/building (10%), and lesser numbers in computing (4%), service/hospitality (4%) and agriculture/horticulture (2%). Many of the former more traditional fields of study are located in TAFE. This may have implications for the workforce as these more experienced teachers/trainers retire from the workforce in the near future. This issue can be further highlighted by data that show the large numbers of older staff who are employed on a permanent basis. These data hold significant implications for succession planning and staff development in the near future.

Summary

This section has examined teachers and trainers in the VET sector in terms of a number of demographic characteristics, particularly employment mode. It has not been a full census of teachers/trainers, but a portrayal from available information gleaned from the telephone survey of 394 human resource personnel and the questionnaire survey of 686 teachers/trainers in the VET sector.

The key findings of the analysis in this section are the following:

From the human resource survey

- 40% of teachers/trainers were permanent, 25% on contract and 30% casual/sessional and 5% self-employed contractors.
- 51.5% were male and 48.5% female.
- Industry remains the providers' favoured source for recruitment of these teachers/trainers.
- 51% of the RTOs were single-site organisations, the remainder multi-site; only 6% of TAFE institutions were single-site, compared with 61% of commercial, 59% of community-based and 44% of enterprise-based providers.
- At every level of qualification, higher proportions of TAFE than private providers offer these qualifications.

From the teacher/trainer survey

- 53% were permanent, 23% contract, 20% casual/sessional and 4% self-employed contractors.
- 30% of TAFE staff were contract compared with 15% of private staff
- 47% were male and 53% female.
- Three-quarters of the teachers were aged between 35 and 54 years, 45% in their forties (only 13% were under 35 years and the remaining 11% were 55 years or more).
- Teachers/trainers had served an average of 8.0 years in their current organisation and 5.1 years in their current position.
- Private staff had worked in their RTOs for a far shorter time than those staff in TAFE (for example, 62% of private compared with 38% of TAFE staff had been employed for five years or less); TAFE teachers/trainers are far longer serving than private staff.
- 55% were employed in TAFE and 36% in private RTOs (with 9% indicating 'other', which usually meant a combination of providers); of the private staff, 20% were in community-based providers, 11% in commercial providers and 5% in enterprise providers.
- Half of all teachers/trainers had been working in their current RTO for five years or less.
- Longer-serving staff were more likely to be permanent.
- One-fifth of the teachers/trainers worked for more than one employer (the 'portfolio workers'), with one-quarter of private and 17% of TAFE staff doing so.
- Nearly one-quarter of respondents claimed that their main occupation was not as a teacher or trainer—85% of TAFE compared with 64% of private staff reported their occupation as 'teacher/trainer'.
- Far more TAFE staff (63%) were engaged in institution-based delivery than private RTO staff (40%).
- The proportion working in institution-based delivery increased with years of employment, and conversely, the proportions working in flexible delivery decreased.
- The younger-serving staff were mainly female, the longer-serving staff were mainly male.
- There are smaller numbers in employment of permanent staff, particularly by TAFE; of staff employed in TAFE in the last two years, 54% were on contract and 34% on a casual/sessional basis.
- TAFE staff are concentrated more than private staff in architecture/building, surveying/engineering, hospitality/service and arts/humanities/social sciences; private staff are more involved than TAFE in health/community services, multi-field education, education and computing.
- There have been marked shifts in proportions of staff working in particular fields of study over time; computing/IT and service/hospitality have greatly increased in numbers, but few staff have been appointed in the more traditional areas such as architecture/building and surveying/engineering.

The overall picture of VET staff is one of a very diversified workforce, where shifts are occurring in terms of such important work factors as employment patterns, required qualifications, fields of study, training market competition and nature of delivery.

The next section reports, through analysis of the results of a Delphi survey, the challenges facing the VET sector in the near future and how well equipped these teachers and trainers are for meeting these challenges.

3 Future policy challenges, and VET teachers and trainers

Introduction

This section is primarily concerned with identifying, first of all, the challenges for teachers and trainers posed by the National Training Framework (NTF) and recent developments such as the introduction of training packages and new ways of delivering training and, secondly, the current capacity of teachers and trainers to meet those challenges. The section addresses research objective 4 (see figure 1).

The identification of the challenges to be faced by teachers and trainers was investigated using the Delphi technique to survey key stakeholders (Smith & Hill 1999) in the VET sector using a series of three questionnaires. These surveys also asked the key stakeholders to rate the extent to which teachers and trainers currently possessed the expertise to meet these challenges.

The original list of 56 key stakeholders included senior people responsible for policy development, policy implementation, staff development and research. It is argued that such persons are well informed about the NTF, training packages and other significant developments and are in a good position to make judgments about the capacity of the staff of VET providers to meet the challenges inherent in the changes.

The number of respondents was 30 for round one, 31 for round two and 21 for the final round. The numbers involved and the degree of consistency in the responses make it possible to claim that findings are fairly reliable and accurately represent current opinions of such experts.

Information from the three rounds of Delphi surveys was incorporated into a questionnaire which was distributed to a group of 32 practising teachers/trainers in the VET sector. This was done as a form of cross-checking. Half the teachers/trainers responded. It is argued that the consistency of the responses of the teachers with those of the key stakeholders and the readily explicable differences lend credibility to the results of the previous three surveys.

This introduction has summarised the process used in this part of the project. A more detailed account is found in appendix C.

Challenges

Round one identified challenges which teachers and trainers faced now and over the next five to seven years. Round two put these challenges in priority order. The five most critical challenges were:

1 operating in a competitive market
2 keeping up to date / understanding changes to VET
3 flexible delivery
4 understanding / working with training packages
5 use of technology

Four of the five top challenges remained the same as for round one. The change was 'understand / work with training packages', which was previously number six, replacing

'Pace of change'. Apart from that change the next six most critical challenges remained the same in both rounds but in a different order. This indicates stability in opinion over a period of time. This was critical to the research process as question one formed the basis for subsequent items in the surveys.

The next six most common challenges were:

6 understanding of dilemmas in educator's role (such as industry needs versus education)

7 understanding the changing nature of work

8 changing to the role of facilitator

9 keeping up to date with industry trends

10 pace of change

11 maintaining their own employment/career pattern in insecure times

These challenges identified and prioritised by the key stakeholders appear to accord with the current literature here and overseas and reflect the VET environment in Australia, as it is now, and projected changes in the near future. It is interesting to note that most of the so-called challenges relate directly to compliance with changes already in the workplace. This means that the key stakeholders have assumed that such challenges will remain current for some years.

Attributes, skills, knowledge and competencies needed to meet the challenges

Round one identified, in part, the kind of expertise currently needed by teachers and trainers. Round two resulted in the production of a revised list in priority order. The key stakeholders also nominated the additional attributes, skills and knowledge to meet the challenges identified as important over the next five to seven years.

The top six attributes, in order of importance, were:

1 professionalism

2 flexibility/adaptability

3 accept/cope with/predict change

4 tolerance/sensitivity to student needs

5 customer focus

6 passion for teaching

The top six skills, in order of importance, related to:

1 delivery/teaching

2 industry/subject expertise

3 assessment

4 flexible delivery

5 facilitation

6 develop customised programs for industry

The top six kinds of knowledge, in order of importance, related to:

1 learning principles/styles

2 industry knowledge

3 National Training Framework/training packages

4 labour market and where it links to VET

5 political/economic factors that could impact on VET
6 lifelong learning

The attributes, skills and knowledge listed above are clearly related to the challenges identified by the key stakeholders. If providers are to be successful in a competitive and partly deregulated training market then the attributes, skills and knowledge identified are essential. Separating attributes, skills and knowledge may be considered a reductionist approach to determining what is currently required. For this reason the project team decided to compare these outcomes with the responses to an holistic approach which asked the key stakeholders to identify more global competencies/capabilities.

When stakeholders were asked to consider the essential competencies and capabilities currently needed by VET teachers/trainers the top six categories were consistent with the priorities expressed in terms of attributes, skills and knowledge. The top six competencies/capabilities, in order of importance, related to:

1 teaching/delivery
2 industry experience/knowledge
3 analytical/critical/lateral thinking
4 deal with students as individuals
5 flexibility
6 self -management

The categories in this area tend to overlap and are not easy to describe succinctly. However, the attributes, skills, knowledge and capabilities, taken together, provide a coherent picture of current needs. VET staff need to be skilful teachers/trainers with current knowledge and industry experience with personal qualities that allow them to understand and adapt to the changing VET environment.

When asked to rate the importance of nominated additional attributes, skills and knowledge which would be required by VET teachers/trainers over the next five to seven years the top six were:

1 working in partnership with industry
2 adaptability
3 access and manage information
4 technological knowledge
5 range of delivery methods
6 responsiveness to individual students' needs

These requirements for the future are obviously related to the challenges previously listed and reflect the changing training environment in Australia. There is a presumption that the work of more VET staff will involve industry in some way, and that training will be delivered more flexibly and with greater attention to the needs of learners and the workplace.

The key stakeholders appeared to be in a good position to identify factors that might contribute most to the general improvement in the quality of VET provision. Many ideas about what was needed to improve the quality were expressed in round one. These were summarized, and in round two the key stakeholders were asked to rate the importance of particular factors which they thought would contribute most to the improvement of VET provision over the next five to seven years. The top six responses were, in order of importance:

1 recognition of the importance of teaching skills
2 better management practices
3 support for staff development/training

4 management/team vision
5 better links between VET and industry
6 more general funding

These ratings, and the associated comments, suggest that the stakeholders were considering the VET system as a whole and identifying the categories of changes required to improve VET outcomes. It is perceived that significant improvements must involve teachers and trainers, managers, industry, resources and new ways in which training is conceived, planned, delivered and managed.

Attributes, skills, knowledge and competencies that teachers/trainers currently possess

Rounds two and three contained questions designed to identify the attributes, skills, knowledge and competencies/capabilities currently needed by VET teachers/trainers. The following rating scale was used.

1 on the whole, most not prepared at all
2 a minority prepared
3 about half prepared
4 a majority prepared
5 on the whole, most well prepared

The results from round three are set out in tables 3 to 6 below.

Table 3: Attributes, from round three of the Delphi survey

Attribute	Weighted mean	Standard deviation
1 Professionalism	3.05	0.85
2 Flexibility/adaptability	2.96	0.90
3 Accept/cope with/predict change	2.80	0.95
4 Tolerance/sensitivity to student needs	3.74	0.93
5 Customer focus	3.40	0.82
6 Passion for teaching	3.42	0.84
7 Leader/facilitator	3.00	0.88
8 Problem-solving/lateral thinking	3.12	0.79

This result suggests that half the current teachers/trainers in the VET sector currently possess these attributes.

Table 4: Skills, from round three of the Delphi survey

Skills	Weighted mean	Standard deviation
1 Delivery/teaching	3.95	0.83
2 industry/subject expertise	3.81	0.80
3 Assessment	3.43	0.75
4 Flexible delivery	2.67	0.98
5 Facilitation	2.75	0.66
6 Develop customised programs for industry	2.30	1.07
7 Operate confidently in workplace setting	2.60	0.73
8 Technology	2.85	0.94

More than half of the teachers/trainers currently in the VET sector were considered to possess the most important skills. It should be noted that the skills most in need of improvement are related to fairly recent changes and that many staff would not yet have had the opportunity to gain the relevant experience and staff training to develop these skills.

More than half of the current VET staff were perceived to possess the most important kinds of knowledge. However, it was considered by the reference group that the majority of VET practitioners lacked the knowledge needed to fully appreciate the factors that could impact on the sector or would be able to effectively evaluate policy changes.

Table 5: Knowledge, from round three of the Delphi survey

Knowledge	Weighted mean	Standard deviation
1 Learning principles/styles	3.42	0.84
2 Industry knowledge	3.44	0.78
3 National Training Framework/training packages	3.42	0.82
4 Labour market and where it links to VET		
5 Political/economic factors that could impact on	3.44	0.76
VET	3.29	0.97
6 Lifelong learning		
7 Competency standards	3.44	0.76
8 Educational understanding needed to evaluate	2.65	0.88
policy changes	2.35	0.67

Table 6: Competencies/capabilities, from round three of the Delphi survey

Competencies/capabilities	Weighted mean	Standard deviation
1 Teaching/delivery	3.24	1.09
2 Industry experience/knowledge	3.15	1.09
3 Analytical/critical/lateral thinking	3.05	0.78
4 Deal with students as individuals	3.75	0.79
5 Flexibility	3.10	0.85
6 Self-management	3.63	0.90
7 Learn in an ongoing way	3.52	0.96
8 'Dual professionalism' (content area and teaching)	3.26	0.93

The 'gaps' between what is perceived to be required and the current levels of expertise of teachers and trainers is a useful indicator of staff development needs of teachers and trainers over the next few years.

The picture, whether in terms of attributes, skills and knowledge or in terms of broader capabilities, presented in the above set of results is fairly consistent: about half of the staff in the VET sector are currently in need of staff development in order to improve the quality of VET provision.

Preparedness of VET teachers and trainers to meet the challenges

In round three, stakeholders were asked to rate the current preparedness of VET teachers/trainers to face the challenges they had identified as important in round two using the same rating scale as used above. The results are shown in table 7.

The results suggest that nearly half of the VET teachers and trainers are currently prepared to meet the nominated challenges. This leaves about half in need of appropriate staff development. The stakeholders nominated groups that they considered are not currently prepared. In general those thought to be not prepared were those who were: casual, older, in areas without industry links, without teaching diploma/degree, part-time, employed by some private providers or untrained. Some of the groups, such as 'casual/ part-time', were listed for all challenges but others, such as 'older', were commonly listed for particular challenges.

The survey served to highlight the diversity which exists in the VET sector. Both the standard deviations in the above tables and the comments of key stakeholders demonstrate this diversity. A complete picture of the preparedness of teachers and trainers would require a consideration of provider types, fields of study, modes of employment, staff development participation and experience. These variables are reflected in many of the case studies reported in section 6 (and in appendix F) of this report.

Table 7: Current preparedness of VET teacher/trainers to face challenges

Challenges	Weighted mean	Standard deviation
1 Operate in a competitive market	2.81	0.81
2 Keeping up to date/understanding changes to VET	2.52	0.81
3 Flexible delivery		
4 Understand/work with training packages	2.70	0.86
5 Use of technology	2.29	0.90
6 Understanding of dilemmas in educator's role	2.95	1.12
7 Understanding the changing nature of work	2.63	1.01
8 Changing to the role of facilitator		
	2.80	0.79
	2.80	0.96

Summary

The Delphi technique is designed to obtain a degree of consensus among the opinions of a group of experts who may provide a guide for future policy and practice. This was substantially achieved in this project where a group of 56 key stakeholders (with 31 respondents) in the VET sector were surveyed through a series of three questionnaires with detailed feedback. Although stakeholders were not unanimous, there was significant agreement. A number of particular challenges which teachers/trainers in the VET sector were likely to face during the next five to seven years were identified. Accompanying these challenges is the more general issue of change itself.

Around half of the current VET instructors were considered to possess the necessary attributes, skills, knowledge and competencies/capabilities needed to meet these challenges. These attributes, skills, knowledge and competencies/capabilities were not uniformly distributed in the workforce with groups such as part-time, older and casual staff often perceived as having less expertise. Slightly less than half the current VET teachers/trainers were considered to possess the attributes, skills and knowledge required to improve the quality of VET provision. These findings, like those from the previous section relating in particular to the ageing of the VET teacher/trainer workforce, have significant implications for staff development during the next few years.

4 Current arrangements for staff development

Introduction

This section provides a summary description and analysis of current arrangements for staff development for VET teachers and trainers, and how staff development is organised within registered training organisations (RTOs). Further details on which this section is based are to be found in appendices A (Literature review), B (Current provision), D (Human resources survey) and F (Case studies). While the macro-analyses in appendices A and B enabled a broad understanding of general arrangements for staff development at the *systemic* level thereby furnishing a backdrop for the theatre, the finer detail on the outworkings of the staff development play itself could be attained only by consulting the main players. Thus, the researchers sought various perspectives on staff development provision at the *organisational* level from human resource personnel (in this section 4) and at the *individual* level from teachers and trainers (to be reported in section 5) in the sampled RTOs across the country. This section addresses research objective 3 (see figure 1).

Overview of current provision

There is great demand on VET teachers and trainers to be at the forefront of vocational education and training. They are the foremost lifelong learners with key responsibilities to train other lifelong learners in pursuit of vocational goals. Teachers and trainers in this sector are required to continue developing a new repertoire of knowledge and skills to address ongoing reforms, increased competition, rapid changes in industry and new strategies for delivery of VET. Their professional responsibilities place unprecedented demands for supportive staff development to be a priority and available on a continuum.

The various ways in which VET teachers/trainers undertake ongoing staff development that supports their teaching include:

- university programs that lead to a formal teaching qualification
- programs offered by RTOs that lead to a formal teaching qualification
- other courses/workshops conducted by RTOs
- action learning and work-based projects such as those under Framing the Future and LearnScope
- industry-based work experience
- courses/workshops conducted by professional bodies
- conferences and seminars

Not all these activities lead to a formal qualification, but they are certainly designed to enhance teaching/training practices.

Among the providers who contribute to staff development activities for VET teachers and trainers are: universities; public and private RTOs; the Australian National Training Authority and its subsidiary agencies and committees; State/Territory departments of education and training; State/Territory offices of public service; industry training advisory bodies; industry; and professional associations. There is naturally a considerable variation in the nature of activities provided by each of these types of provider.

The following summary of staff development provision is categorised into three parts—initial teacher training, train-the-trainer type programs and ongoing staff development. While it is often very difficult to separate them, the division has been made in order to highlight their different purposes, timing and duration.

Initial teacher training

Initial teacher training programs are accessed by those who are already teaching in the VET sector without a formal teaching qualification (for example, some part-time teachers) and those who are not in the VET sector but wish to become a teacher of vocational education and training. The majority of the initial teacher training programs are offered by universities, which have programs leading to a range of qualifications from certificate to doctoral levels. Under collaborative arrangements, some senior staff from RTOs are also involved in the curriculum design of such programs. Certain RTOs also offer programs that lead to initial teaching qualifications at the certificate and graduate certificate levels. RTOs also offer courses or modules that can be credited towards university programs leading to a teaching qualification.

The minimum human resource requirements for the delivery and assessment of competency standards for each unit of competency in the VET sector is now stipulated in the national training packages as well as in each State/Territory training authority policy documents on registration requirements. The Certificate IV in Assessment and Workplace Training is the minimum requirement for the formal delivery of training against each unit of competency. The minimum teacher qualification requirements are inconsistent throughout the States/Territories in Australia and even among institutes within a State. While the minimum requirement for teaching in the VET sector in some States is a bachelor's degree for full-time teachers, others allow a certificate or diploma in teaching. With certain RTOs, the minimum requirements for full-time and part-time teachers is different.

From this overview survey of provision, it was found that not all institutes offer assistance for initial teaching qualifications. This suggests that individuals are increasingly being held responsible for their own initial training as a teacher/trainer.

Train-the-trainer type programs

Current 'train-the-trainer' type programs evolved from earlier versions of programs designed to train new TAFE lecturers in basic classroom teaching methods. Following the release of the revised national Competency Standards for Workplace Trainers in 1994, many training providers updated their existing train-the-trainer programs to meet the minimum requirements in the form of competency standards. However, they continued to market their courses as 'train-the-trainer' programs. Other training providers developed new certificate level courses (for example, Certificate in Workplace Training) that met the competency standards. These were then registered on the national register.

RTOs are the primary providers of train-the-trainer programs. However, some universities also offer them—mostly at the certificate levels. There is a diverse range of train-the-trainer courses catering for specific groups of teachers and trainers who are meeting the training needs of different industries. The duration of train-the-trainer programs range from one-day sessions to some extending over two weeks. Throughout Australia there has been no consistency in content, duration or the credentials issued.

Train-the-trainer programs are based on the trainer competency standards stipulated for workplace trainers. Under recent arrangements, the Certificate IV in Assessment and Workplace Training has replaced most of the original train-the-trainer courses. This will also reinforce the linking of train-the-trainer type courses to the Australian Qualifications Framework. The new national training packages also recognise Certificate IV in Assessment and Workplace Training as a minimum human resource requirement for the delivery of training. Most States/Territories have developed policy guidelines for RTOs delivering training against national training packages. Within these guidelines are human resource standards indicating the minimum requirements for delivery of training using the new training packages. However, the acceptance of minimum requirements in the place of a tertiary teaching qualification that also includes subject content knowledge raises issues that relate to quality assurance standards and requirements.

Ongoing staff development

Activities (programs, courses and training sessions) for ongoing VET staff development are numerous. These are offered at regular intervals, timetabled or made available on a needs basis. These activities can be grouped into three categories (for further details, refer to appendix B) and are:

- programs that support professional teaching practices; these usually, but not necessarily, lead to a teaching qualification
- courses relating to reforms in VET
- courses/training sessions to support systemic operations, for example, administrative/organisational practices, policy issues, workplace health and safety, and marketing/customer relations

Teachers have access to these ongoing staff development activities offered by universities as well as registered training providers. While some of these are mandatory and funded by their employers, teachers also have the option to apply for partial assistance for staff development activities undertaken outside the workplace. Assistance for staff development can be reimbursement of tuition fee, travel costs or release from duties to attend training. If teachers are organising activities for their own professional development, they are encouraged to schedule these outside their teaching times.

A significant feature of staff development in the VET sector is the move towards action learning and flexible modes of learning. This reduces the time teachers/trainers have to spend away from their classrooms/workshops specifically to attend staff development activities. Moreover, action learning and work-based projects, such as those under Framing the Future and LearnScope, encourage problem-solving activities at the micro and macro levels.

The information initially gathered for this study has revealed that there are many inconsistencies both across the States/Territories and within some States/Territories with regard to the provision of staff development for VET teachers/trainers. In the public sector, there is provision for staff development opportunities for teachers/trainers by individual institutes. However, within the private sector in the majority of cases, staff development is seen to be largely the responsibility of the teacher/trainer.

A large survey (Holland & Holland 1998) of over 500 full-time and part-time teachers at the Sydney Institute of Technology showed that maintaining knowledge and technical currency was not a major priority for most vocational teachers. The survey showed those who had been teaching for a long time were more complacent than those who had limited experience or were employed part-time. If this survey is applicable at all to the wider VET sector, it raises concerns about the quality of teaching in this sector. The demand to update skills and knowledge currency is perhaps more for VET teachers, in comparison with teachers in other sectors, largely because of their role in ensuring that learners are competent and ready for employment.

In the survey, only 28% of full-time teachers and 55% of part-time teachers rated their technical currency as 'up to date'. While part-time teachers have access to technology in their jobs other than teaching (in industry), full-time teachers do not have similar ease in accessing newer technology in their training. Holland and Holland (1998) conclude that due to limitations in funding for staff development in the public VET institutions, teachers are disadvantaged and therefore are not able to maintain currency.

Implementation of training reform within Australia will continue to have a major impact on the role of teachers and trainers in the VET sector. Currently most of the staff development across Australia is ad hoc, and there is a need for a consistent emphasis to be placed on targeted programs that will assist all teachers/trainers to maintain their technical competence as well as their professional teaching/training competencies.

At present, there are no agreed professional standards to guide the staff development process of both public and private training providers across Australia, though 'a professional competence profile that could be used to inform the initial and continuing education programmes developed for NSW TAFE teachers' has been developed in NSW (Chappell & Melville 1995, p.1) and entry level standards have more recently been developed in Victoria (VICAD 1998).

The introduction of the Australian Recognition Framework and training packages requires teachers/trainers to be fully conversant with all aspects of the training framework. Without nationally funded programs, there would be very little opportunity for teachers/trainers to update their knowledge and skills. All teachers/trainers need to be well aware of the developments in VET, and the planning and resource requirements to support quality programs in their organisations.

How staff development is organised within registered training organisations

Within the context of devolution of staff development responsibility in the VET sector, the preceeding macro analysis at the systemic level can provide only a partial picture of provision. The study needed to 'ground' the analysis also at the organisational and individual levels in order to gauge more accurately the extent of provision of VET staff development. This component of the report therefore examines, at the organisational level and using information from interviews with human resource officers in 394 RTOs, the following important issues:

- how staff development needs are predominantly determined
- what structural arrangements for staff development are in place
- what forms of support for staff development are available
- what factors influence decision-making about staff development

Determination of staff development needs

Respondents were asked to rank the bases on which staff development needs were predominantly determined in their organisations. Nine options were given with a tenth category of 'other'. To distinguish between these ten alternatives, these rankings were assigned weightings of ten points for first frequent, nine points for second and so on. This procedure gave a single score for each basis. These point scores are presented in table 8, together with the percentage for the most frequently used basis given in parenthesis.

Staff development needs are determined by a wide range of methods. Performance management or work plan interviews represent the most commonly used basis, followed by training needs analyses in the case of the permanent staff. A relatively high proportion of providers leave this determination up to the teachers/trainers themselves, or use informal methods. In the case of contract and casual staff, it is noticeable that staff development decisions are most commonly left to the individual teachers/trainers to decide what they need.

Table 8: Bases on which staff development needs are predominantly determined in providers for each employment mode (expressed in a single points score, and showing the most frequent basis in parenthesis)

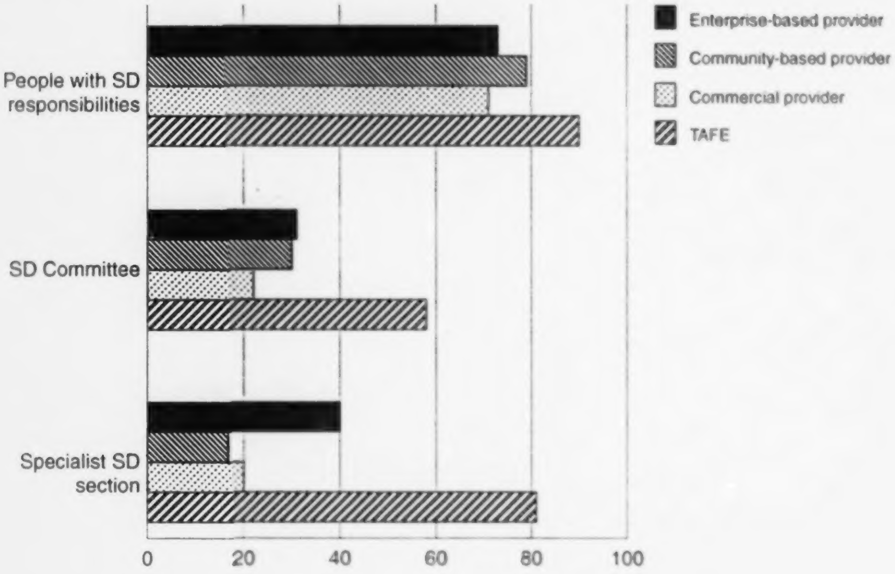
Basis for determining staff development needs in VET providers	For permanent staff	For contract staff	For casual staff
Performance management or work plan interviews	473 (23%)	215 (11%)	211 (10%)
Training needs analyses	447 (20%)	209 (10%)	217 (9%)
Individual teachers/trainers decide what they need	442 (21%)	257 (15%)	256 (14%)
Skills audits	420 (22%)	200 (10%)	211 (11%)
Responses to client satisfaction surveys	392 (18%)	208 (10%)	229 (11%)
Informal methods	359 (15%)	208 (10%)	226 (8%)
State/national policy	246 (7%)	122 (4%)	117 (3%)
Directive from Head Office	202 (7%)	103 (4%)	91 (3%)
Workplace agreements	110 (4%)	110 (4%)	104 (4%)
Other	48 (3%)	22 (2%)	19 (1%)

Structural arrangements for staff development

The study explored structural arrangements that organisations made for staff development. Three dimensions of structure were examined—specialist staff development unit or section, staff development committee and people specifically responsible for staff development.

Overall, 30% of the providers had a specialist staff development unit or section, 30% had a staff development committee and 76% had people within their organisation with specific responsibility for staff development. Given the climate of tight resources, these proportions were high and were an indication that the providers were serious about staff development as an integral component of their operations. Further analysis shows that TAFE institutions have these structures in place far more than private providers (figure 4), which may be a reflection of the larger size and longer history of the public institutions.

Figure 4: Staff development structures in private and public training providers



Forms of support for staff development

Table 9 presents the percentages of organisations reporting forms of financial support they provide for various categories of teachers and trainers. It shows that financial support is most frequently available in the form of reimbursement for attendance/registration costs and travel expenses in getting to staff development activities.

The data also reveal that most support is afforded to permanent staff and that there is very little difference in the types and levels of support given to contract and casual staff.

Table 9: Types and frequency of support currently provided by organisations for staff in different employment modes

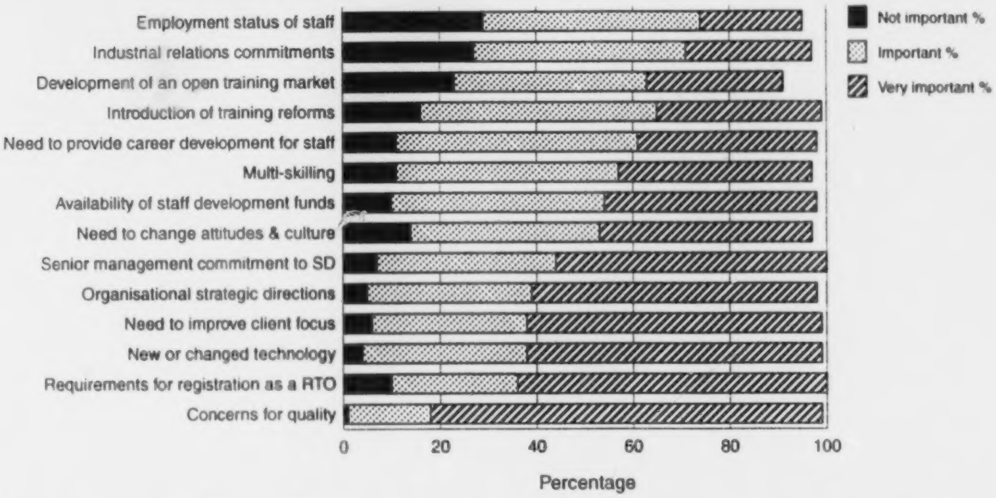
Assistance with:	Permanent staff			Contract staff			Casual staff		
	Always %	Sometimes %	Never, No, Don't know %	Always %	Sometimes %	Never, No, Don't know %	Always %	Sometimes %	Never, No, Don't know %
Fixed amount of paid time	23	30	47	10	14	76	7	11	82
HECS fees	10	20	70	2	8	90	3	7	90
Cost of books/ materials	30	33	37	9	18	73	11	14	75
Attendance fees & registration fees	49	24	27	18	16	66	17	17	66
Cost of travel to activities	44	24	32	15	16	69	14	17	69
Other assistance	2	3		1	2	97	1	2	97

Factors influencing decision-making about staff development

The study explored the decision-making process relating to staff development within providers. Human resource respondents were asked to rate the importance of various factors influencing staff development decisions within their organisations. The results are presented in figure 5.

The key drivers of decision-making on staff development are quality (98% considered this factor 'important' or 'very important'), technology (95%), senior management commitment (93%), client focus (93%) and strategic directions (93%). Concern for quality in particular stands out as being very important. The requirements relating to registration as a RTO (90%) also appear to be an important driver in the decision-making. Conversely, the employment status of staff (66%) rates relatively low in importance, as do the development of an open training market (68%) and industrial relations commitments (70%). In the middle range are included the introduction of training reforms (83%) and the consequent need to change attitudes and culture (83%).

Figure 5: Human resource respondents' ratings of importance of factors influencing decisions their provider makes about staff development for teachers/trainers



A close analysis of the 'very important' ratings indicates that it is factors more external to the organisation and its staff that are impacting most on decisions about staff development. Some of these 'external' forces appear to have a direct impact, such as concerns for quality (81%), registration requirements (64%), new or changed technology (61%) and client focus (61%). Others, however, tend to be more remote from some of the organisations—for instance, training reforms (34%) and the open training market (28%)—and accordingly rate of much less importance.

What is revealing in terms of the staff development focus of this study is the relatively low ratings of those factors most integral to staff development and its clients—the need to provide career development for staff (37%), multi-skilling (40%) and changing attitudes and culture (44%). Figure 6 shows the breakdown of these factors by type of provider.

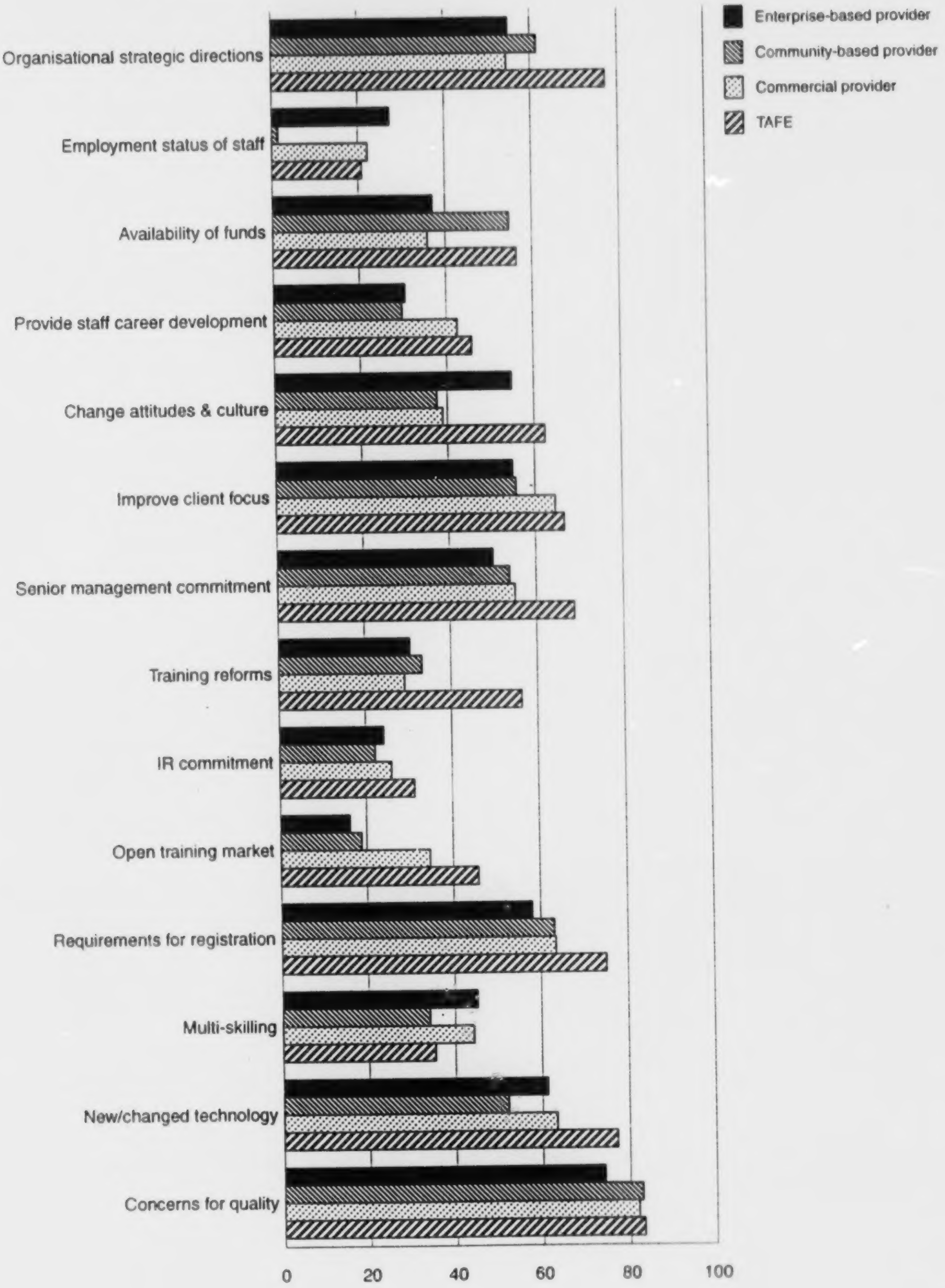
The factors that are reported to influence such decisions in TAFE are significantly more related to government policy directions (for example, training reforms, the open training market and RTO registration requirements) and their consequent impact on the institutional context (for example, organisational strategic directions, senior management commitment and changes in attitudes and culture) than they are in the case of the private providers.

The responses of the private providers are relatively consistent with each other, the slight variations being consistent with the nature of individual RTOs. For instance, enterprises are more influenced than the others by the driver of changing attitudes and culture, while commercial providers are more influenced than the others by the open training market and improving client focus, and the community-based ones more influenced by funds availability and organisational strategic directions.

Summary

This section has portrayed a range of ways in which VET staff can access developmental activities, and a diversity of providers, both public and private, that offer a variety of programs. The analysis divided them (somewhat artificially) into initial teacher training, train-the-trainer-type activities and ongoing staff development merely to highlight their different purposes, timing and duration.

Figure 6: Factors affecting decisions about staff development (rated 'very important') by provider type



Staff development needs are determined in a range of ways, with more formal methods used for permanent staff. The common approach of leaving staff development to individuals may be a 'double-edged sword': in one sense, they *are* in a good position to decide what they need, but in another sense, their development is likely to be more reactive, just-in-time and short-term than proactive, strategic and long-term. It is also likely to be more related to individual goals than to corporate objectives.

Far more TAFE institutions have specialist structures for staff development—especially dedicated units and committees—than do private providers.

Financial support for staff development is granted most commonly in the form of reimbursement for attendance/registration cost and travel expenses in accessing activities. Permanent staff are the recipients of most of this support.

The findings indicate that factors more external to providers and their staff tend to impact most significantly on decisions made by providers about staff development. The changing policy context of VET evidently has a profound influence on the nature and extent of staff development. This is particularly so in the case of public institutions.

This section has provided a snapshot of VET staff development provision in both public and private providers at two levels:

- *systemic* (from State/Territory authorities and universities)
- *organisational* (from human resource officers)

The following section examines the staff development activities of both public and private teachers/trainers at the third level—the *individual* perspective.

5 VET teachers and trainers, and their experiences of staff development

Introduction

This section examines staff development at the individual level, namely, the teacher/trainer in the registered training organisations sampled. It details the staff development these teachers/trainers had completed or were in the process of completing, and identifies factors that the teachers/trainers believed prevented them from undertaking staff development activities in the past year. (Other details are presented in appendix E.) This section addresses research objectives 1, 3 and 4 (see figure 1).

Staff development activities in this study were divided into two main types:

- *formal qualifications*—defined as courses where an award is conferred upon successful completion. They can include postgraduate and graduate qualifications (in a discipline/trade, or specific teaching qualifications) and/or workplace trainer/assessor certificates.
- *structured education and training activities*—defined as work-related activities that could be initiated by the teacher or by the employer, and are designed to develop employment-related skills and competencies, but do not lead to a formal qualification. They can include workshops, lectures, tutorials, training seminars, conferences, industry release, interstate or overseas tours to observe best practice, new developments etc., action learning programs, flexibly delivered programs and self-directed learning packages.

The results are discussed in these two categories. (The research team considered from the beginning that it was too difficult to attempt to capture the diverse range of more informal activities, such as personal reading, internet use and so on.)

Staff development undertaken by teachers/trainers

Formal qualifications

Seventy-six per cent (n=299) of the providers require teachers/trainers to possess a minimum teaching/training qualification at the time of their appointment, and 42% (n=167) require them to complete teaching/training qualifications after they have commenced employment in their organisation. There was a statistically significant difference in the approaches of public and private providers in their patterns of recruitment. While only 54% of TAFE institutions required a minimum teaching/training qualification at the time of appointment, as many as 81% of commercial, 79% of community and 73% of enterprise-based providers required this ($X^2 = 16.04$, $df = 3$, $p = .001$). Conversely, the equivalent percentages of providers requiring these qualifications to be completed after appointment were 69% for TAFE, and 41%, 33% and 44% respectively for the three types of private provider ($X^2 = 17.81$, $df = 3$, $p = .000$).

Table 10 shows the qualifications required by these providers for each of the employment modes, both at the time of appointment and following employment in the organisation.

Table 10: Minimum level of teaching/training qualification required by providers for each employment mode, at time of appointment and after commencing employment (n = 299 at time of appointment; n = 167 after appointment)

Type of qualification	Numbers of RTOs requiring a teaching/training qualification													
	For permanent staff				For contract staff				For casual/sessional staff				For self-employed contractors	
	At appmt.		*After appmt.*		*At appmt.*		*After appmt.*		*At appmt.*		*After appmt.*		*At appmt.*	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
WPT Cat 1, Train S/Groups	38	13	13	8	32	11	12	7	36	12	17	10	23	8
WPT Cat 2, Certificate IV	138	46	80	48	108	36	55	33	107	36	53	32	71	24
Other train-the-trainer programs	17	6	6	4	9	3	9	5	19	6	7	4	14	5
NTL	5	2	4	2	1	–	2	1	3	1	1	1	4	1
Workplace assessor	14	5	10	6	11	4	11	7	15	5	11	7	13	4
Teaching qualification: degree/diploma	60	20	23	14	35	12	19	11	24	8	15	9	18	6
Not applic./other	58	19	31	29	129	43	59	35	122	41	63	38	179	60

Note: Some providers gave more than one response within each employment mode.

It is clear that the Certificate IV in Workplace Training has become the *de facto* qualification required for teaching/training in the VET sector. The requirement to have, or to obtain after appointment, a teaching diploma/degree is no longer the expectation in the majority of the organisations, even for permanent staff. It is interesting that there is not a great difference in employer expectation across the various modes of employment; for example, even for casual employees, still 36% and 8% are expected to have, respectively, a Certificate IV and a teaching diploma/degree at time of appointment.

Completed qualifications

The teachers and trainers were asked to provide details of the formal qualifications they held and when they had completed them. Respondents could provide details on up to five qualifications. The 361 permanent staff reported completion of a total of 1096 formal qualifications; the 159 contract staff completed 446 formal qualifications; and the 131 casual/sessional staff completed 345 formal qualifications. These data are reported in table 11 (by type of RTO) and table 12 (by mode of employment).

There were several marked and revealing differences between private and public teachers/trainers in the types of formal qualifications they had completed. TAFE staff had focussed more than private staff on trade/technician certificates (17% cf. 6%), and on various levels of teaching awards (89% cf. 58%), especially postgraduate teaching qualifications. On the other hand, staff in private RTOs had concentrated more than TAFE staff on non-teaching postgraduate qualifications (25% cf. 15%) and workplace assessor/training awards (62% cf. 43%), especially the Certificate IV in Workplace Training.

One significant trend to emerge is that a large number of qualifications held by teachers and trainers prior to their employment in the VET sector relate to their discipline area (that is, non-teaching qualifications). Once employed, a large number of teachers/trainers gain qualifications which further develop their teaching/training skills. However, teachers/trainers working in private RTOs were more likely to have a teaching/training qualification prior to employment (57% compared with 43%). This is in keeping with trend noted above from the RTO data in relation to the requirements of private RTOs for their newly appointed teachers/trainers already to have teaching/training qualifications prior to appointment.

Table 11: Formal qualifications acquired before and after employment, by type of RTO

Qualification	Employed in public RTO (N = 362*)				Employed in private RTO (N = 297*)			
	Acquired before		Acquired after		Acquired before		Acquired after	
	n	%	*n*	%	*n*	%	*n*	%
Certificate (other**)	65	18	32	9	39	13	29	10
Advanced certificate	8	2	8	2	5	2	–	–
Trade	57	16	2	1	15	5	2	1
Technician	1	–	–	–	–	–	–	–
Diploma (other)	44	12	11	3	41	14	13	4
Associate diploma	20	6	4	1	13	4	3	1
Advanced diploma	4	1	1	–	3	1	2	1
Bachelors degree (other**)	133	37	18	5	112	38	9	3
Postgraduate qualifications (other**)	23	6	30	8	42	14	29	10
Workplace assessor certificate	4	1	33	9	8	3	31	10
Workplace Trainer Cat.1	4	1	11	3	10	3	12	4
Certificate IV in Workplace Training	15	4	87	24	36	12	85	29
Bachelors degree (teaching, adult, voc.ed.)	4	1	24	7	4	1	7	2
B Ed	28	8	31	9	33	11	16	5
Teaching diploma	30	8	43	12	36	12	13	4
Diploma of Education	36	10	16	4	19	6	3	1
Postgraduate qualification (teaching, adult, voc.ed.)	26	7	64	18	16	5	13	4
Teaching certificate	9	3	8	2	7	2	2	1
Other formal qualifications	66	18	67	19	82	28	65	22

* Respondents could give more than one answer.
** 'Other' means not in teaching or education.

Table 12 reinforces this trend. These data also show that larger numbers of contract, casual/sessional and self-employed contractors hold workplace trainer qualifications at the time of their appointment compared with permanent staff. Equally important, however, is the concentration on acquiring workplace trainer qualifications after appointment for all modes of employment. These data underscore the importance placed on these qualifications and hint at the compliance-driven nature of staff development activities to assist RTOs to meet the requirements set out in previous curricula and current training packages.

Table 12 also highlights the apparent trend for permanent staff to continue to study formal qualifications after appointment and, in particular, to complete further study related to their teaching/training skills. The most noticeable differences are that higher proportions of permanent staff had completed:

- postgraduate qualifications other than in teaching (21%, compared with 12% contract and 17% casual)
- trade certificates (14%, compared with 10% contract and 8% casual)
- bachelor degrees in education (20%, compared with 16% contract and 9% casual)
- teaching diplomas (24%, compared with 10% contract and 15% casual)

Table 12: Formal qualifications acquired before and after employment, by mode of employment

Qualification	Permanent staff N = 351				Contract staff N = 153				Casual/sessional N = 131				Self-employed contractors N = 28			
	Acquired before		Acquired after		Acquired before		Acquired after		Acquired before		Acquired after		Acquired before		Acquired after	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Certificate (other)	48	14	42	12	23	15	8	5	28	21	10	8	7	25	–	–
Advanced certificate	4	1	5	1	4	3	2	1	5	4	1	1	–	–	–	–
Trade	48	14	3	1	13	9	1	1	10	8	–	–	1	4	–	–
Technician	–	–	–	–	1	1	–	–	–	–	–	–	–	–	–	–
Diploma (other)	35	10	14	4	20	13	6	4	22	17	2	2	8	29	2	7
Associate diploma	17	5	4	1	6	4	3	2	9	7	–	–	1	4	–	–
Advanced diploma	3	1	1	–	3	2	–	–	1	1	2	2	–	–	–	–
Bachelors degree (other)	131	37	16	5	64	42	5	3	39	30	6	5	10	36	1	4
Postgraduate qualifications (other)	36	10	37	11	9	6	7	5	12	9	9	7	8	29	4	14
Workplace assessor certificate	3	1	38	11	6	4	17	11	1	1	9	7	2	7	1	4
Workplace Trainer Cat.1	3	1	6	2	4	3	10	7	5	4	6	5	2	7	1	4
Certificate IV in Workplace Training	18	5	94	27	18	12	45	29	14	11	28	21	1	4	9	32
Bachelors degree (teaching, adult, voc.ed.)	6	2	19	5	1	1	10	7	1	1	2	2	–	–	–	–
B Ed	29	8	41	12	19	13	5	3	11	8	1	1	2	7	–	–
Teaching diploma	34	10	49	14	12	8	4	3	17	13	3	2	3	11	–	–
Diploma of Education	35	10	15	4	16	11	4	3	4	3	–	–	–	–	–	–
Postgraduate qualification (adult, voc.ed.)	19	5	57	16	17	11	13	9	6	5	5	4	–	–	2	7
Teaching certificate	8	2	8	2	1	1	–	–	4	3	1	1	3	11	–	–
Other formal qualifications	64	18	84	24	34	22	24	16	42	32	22	17	10	36	5	18

This result is significant in that it highlights a more highly qualified, in both content and pedagogical expertise, component of the teaching workforce that is employed on a permanent basis. This finding is further explained when data on the level of support which teachers/trainers receive from employers for staff development are examined.

Fifty per cent of the permanent staff had obtained their completed formal qualifications before they commenced appointment with their current organisation, as did 62% of the contract staff and 68% of the casual/sessional staff. Importantly, in terms of the staff development focus of this study, what these data reveal are the high proportions (43%) of formal qualifications completed while staff were in their current employment. This was more the case with TAFE staff (46%) than with those working in private organisations (39%).

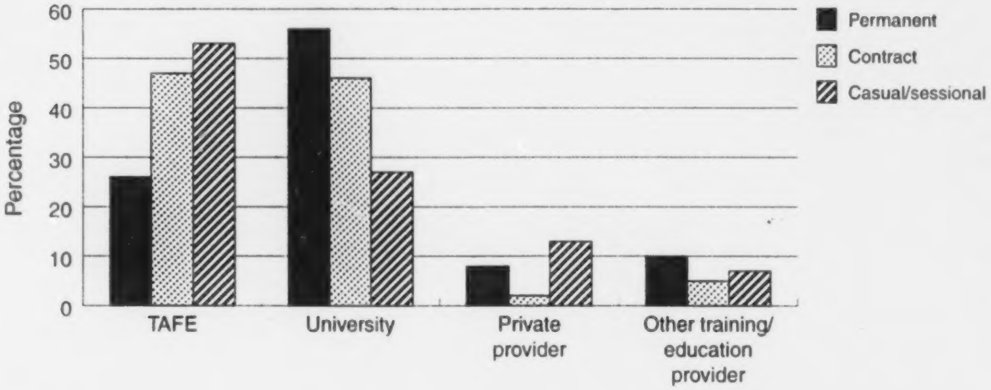
Formal qualifications currently being undertaken

This finding is confirmed in the data on teachers/trainers currently studying their formal qualifications. One-third of the teachers and trainers were currently undertaking studies for formal qualifications at the time of the survey (including 17 teachers who were studying for two formal qualifications at the same time). Thirty-four per cent of the TAFE staff and 29% of the staff in private RTOs were currently studying. By employment mode, 100 (28%) of the permanent staff, 71 (45%) of the contract staff and 40 (30%) of the casual staff were in the process of completing formal qualifications at the time of the survey. Thus those more likely to be currently undertaking formal qualifications were teaching in TAFE and employed on a contract or casual basis.

These two results—43% of qualifications completed while teachers were in their present employment and 33% of staff currently still studying—highlight the prevalence of formal staff development that has been and is taking place while teachers and trainers are employed in their current employment.

The types of institutions where the formal qualifications are currently being studied are outined in figure 7. The university is the most common provider for the permanent staff (56%) while TAFE (53%) is for the casual staff. About equal proportions of contract staff (just under half) are studying through university and TAFE.

Figure 7: Type of institution where teachers/trainers are currently completing formal qualifications



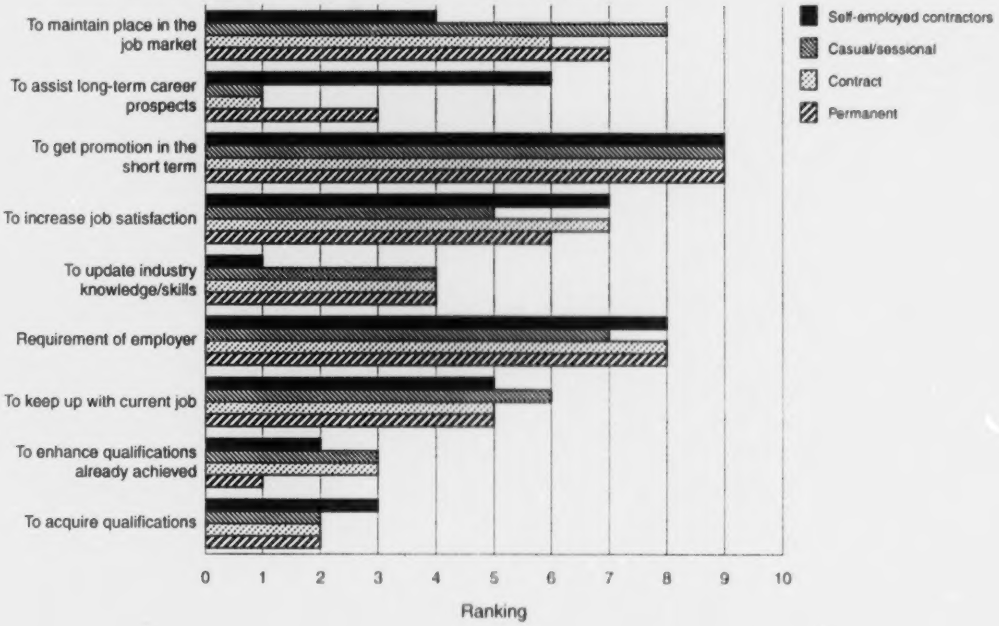
Interesting differences in the places of study are also evident by type of provider. More TAFE than private staff are studying in university (51% cf. 43%) and TAFE itself (44% cf. 26%). Higher proportions of private staff, in contrast, are studying in various other training organisations (31% cf. 5%), including private providers (18% cf. 1%). Thus, university aside, it is apparent that teachers/trainers prefer to undertake their qualifications within their *own* sectors.

Teachers/trainers were asked to give their reasons for undertaking formal qualifications. Nine reasons were offered and respondents were asked to rank these in order of importance for themselves. Figure 8 presents the ranking of these reasons by mode of employment.

The reasons for undertaking/completing formal qualifications were relatively similar across the various categories of teachers and trainers. However, there are some interesting patterns.

One interesting difference is between self-employed contractors and the others. The former teachers/trainers rank the updating of industry knowledge and skills as top priority, while this reason is only fourth for the other modes. They also rank maintaining position in the training market more highly, and assisting long-term career prospects more lowly, than do the other modes. Permanent staff rank their top priority as enhancing already-held qualifications, while the contracts and casuals give top billing to the assistance of long-term career prospects. One assumes this to mean that these teachers/trainers were hopeful that investment in formal qualifications would lead to a permanent position some time in the future. These patterns are consistent with what would be expected from their roles and degrees of attachment to the VET workforce.

Figure 8: Rankings of importance of teachers'/trainers' reasons for completing formal qualifications, by mode of employment



Note: Based on points score for teachers'/trainers' rankings: 10 points for importance ranking of 1, 9 points for ranking of 2 and so on; and then reasons ranked according to points score with highest number of points given ranking 1.

There is virtually no difference between public and private teachers/trainers in terms of reasons for completing formal qualifications. There were only two reasons where the ranking differed and, in these cases, the difference was only by one position. The top four reasons were identically ranked:

1 to assist long-term career prospects

2 to acquire qualifications

3 to enhance qualifications already achieved

4 to update industry knowledge and skills

By years of employment, the reason relating to assisting long-term career prospects was ranked first by those with ten or less years of service, but seventh by those with more than 20 years. Interestingly, requirement of employer as a reason became gradually more important as the service length of the staff rose (although the change in ranking only moved two positions—from six to eight—across the age spectrum). This higher ranking for up-dating the longer one serves may be the result of actual employer pressure or it may be a perceived need on the part of the individual teacher. This aspect would be interesting to research further.

These data reveal the importance placed by most teachers/trainers on staff development, particularly that which leads to formal qualifications, and will assist them in their career development. This is particularly important for teachers/trainers employed on a casual or contract basis.

Support for formal qualifications reported by teachers/trainers

Forty-six per cent of the public (n=58) and 50% (n=43) of the private teachers/trainers who were studying formal qualifications at the time of the survey were receiving some form of support from their employer. This support came mainly in the form of assistance with HECS and other course fees (especially for those in TAFE, 49% compared with those in private RTOs, 28%), followed by assistance with costs of books/materials and paid leave from work. Other forms of support included accommodation and travel costs, encouragement, information sessions, support and mentoring, resources (such as a laptop computer and software), a scholarship and time to attend.

By employment mode, 53% (n=53) of permanent staff reported employer support, compared with 46% (n=33) of contract and 29% (n=14) of casual/sessional staff. This picture of differential support by employment mode corroborates that provided by the human resource personnel, as well as the findings of the Office of Training and Further Education in Victoria (OTFE 1998). However, financial support aside, analysis of their reported reasons for undertaking formal qualifications provides insight into their motivations for study.

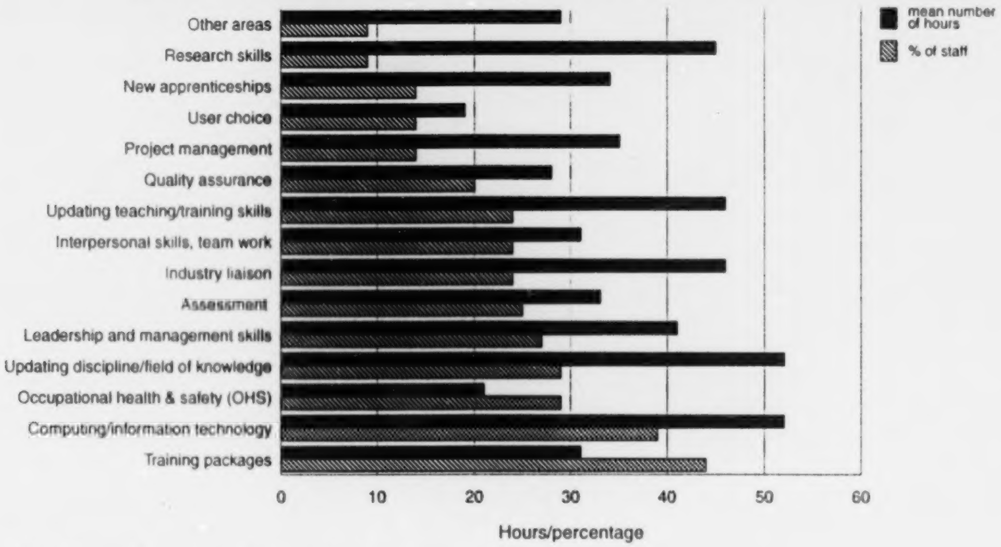
Structured education and training activities

The study also inquired from teachers and trainers about the structured education and training activities, as distinct from formal qualifications, they had undertaken in the last twelve months while employed in their RTO (they could give more than one response). Only 10% (n=71) of the teachers/trainers reported that they had undertaken no such activities in the past year.

Figure 9 reveals that by far the two most common types of staff development activities were in the areas of training packages (44% of the teachers/trainers) and computing/IT (39%). A number of other areas were undertaken by around one-quarter of the sample, including updating discipline/field (29%), OHS (29%), leadership and management skills (27%), assessment (25%), industry liaison (24%), interpersonal skills/teamwork (24%) and updating teaching/training skills (24%). The relatively low frequencies for New Apprenticeships and User Choice (both 14%) may reflect the fact that these policy areas have been around for a while or that they are not as relevant to the teachers in this sample. Surprisingly, in the present climate, there were relatively low frequencies in research skills (9%) and project management (14%). This may indicate that motivation for such skills is low, or that there are few opportunities to undertake development activities in these areas. One of the key aims of the Australian VET Research Association (AVETRA) now is to build the capacity of VET staff in such skills.

Highest mean number of hours were spent on up-dating discipline/field (52%), computing/IT (52%), updating teaching/training skills (46%) and industry liaison (46%). These are core teaching/training functions, as distinct from the more policy-oriented topics such as user choice (19%), New Apprenticeships (34%), OHS (21%) and training packages (31%) which had far less hours spent on them. Thus, while very high numbers of teachers/trainers reported undertaking some staff development activity on training packages over the past year, the number of hours spent on this activity was relatively smaller than many other areas.

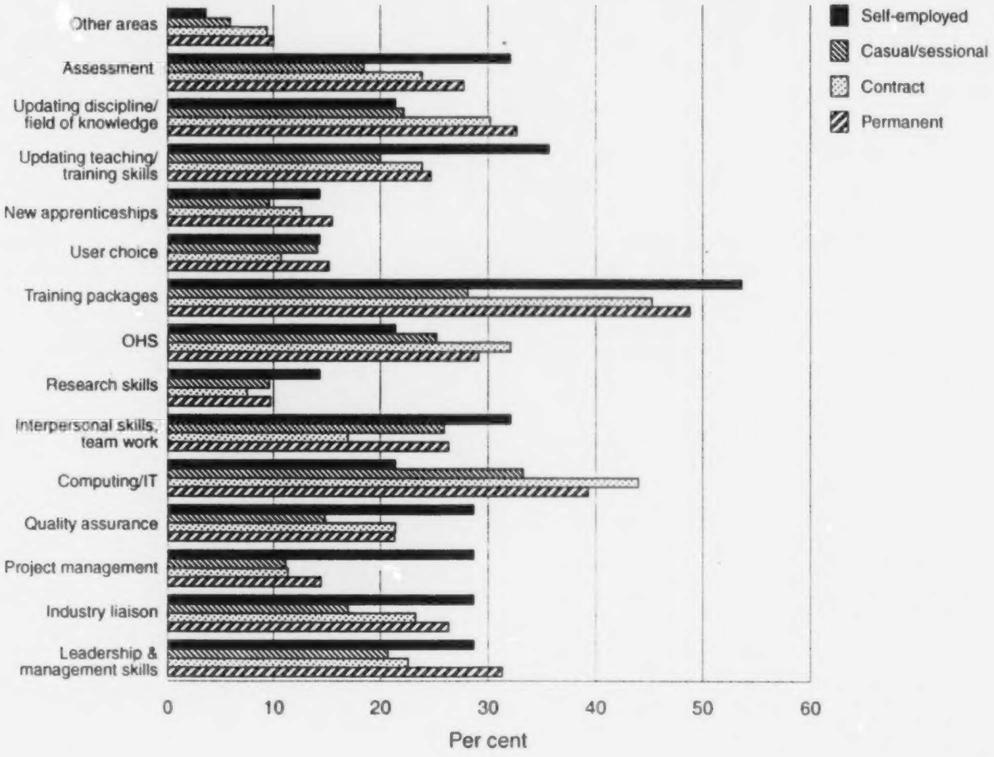
Figure 9: Proportions of teachers/trainers who have undertaken staff development in the designated topics, and hours spent on each area



Note: Respondents could give more than one answer.

The areas of structured education and training activity undertaken by teachers/trainers in the various employment modes are presented in figure 10.

Figure 10: Designated areas where teachers/trainers have undertaken structured staff development in the past year, by mode of employment

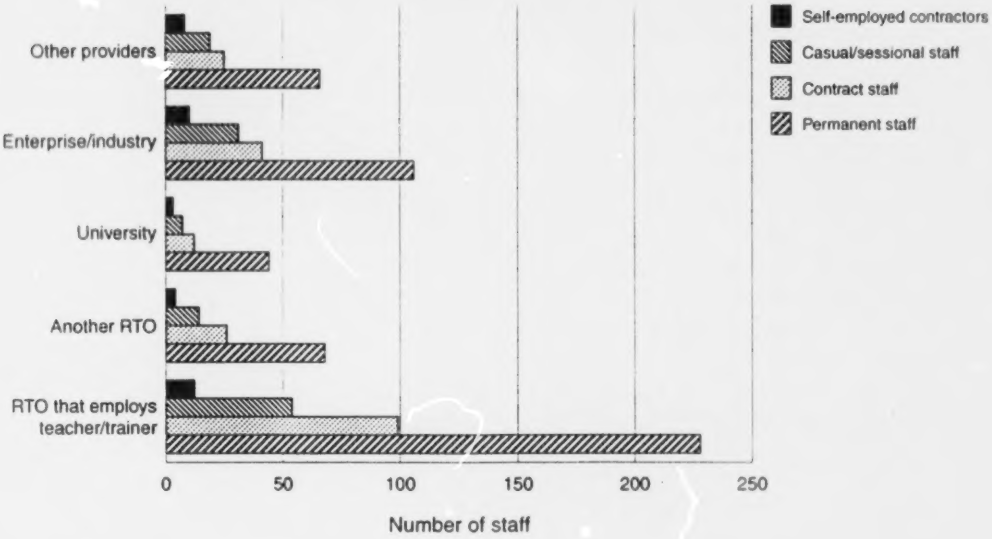


Higher proportions of permanent staff than contract and casual staff engaged in activities on leadership and management skills (31%, compared with 23% and 21%), training packages (49%, compared with 45% and 28%), updating discipline/field (33%, compared with 30% and 22%), industry liaison (26%, compared with 23% and 17%) and assessment (28%, compared with 24% and 19%). This finding, it could be argued, indicates more specialist leadership skills required by an increasingly differentiated teaching/training workforce that demands a changing role for permanent staff. Supporting evidence for this comes from the data on mean hours spent on these various topics. Apart from updating their own discipline/field (ranked second in mean hours in each of the modes), permanent staff spent time on industry liaison (56 mean hours) and leadership and management skills (41), whereas contract staff spent their time on updating teaching/training skills (48) and casual staff on computing/IT (101).

Again, the self-employed contractors are somewhat different from the other employment modes (although with small numbers the data need to be treated with caution). Highest proportions of contractors engaged in staff development on training packages (54%), updating teaching/training skills (36%), and interpersonal skills/teamwork and assessment (each 32%). Highest mean hours were spent on New Apprenticeships (390), computing/IT (156) and quality assurance (105).

Figure 11 shows where the teachers/trainers had undertaken their structured education and training activities in the past year. The provider of these structured activities is mainly the teacher's/trainer's home organisation, although industry/enterprises also furnish a considerable amount of this staff development.

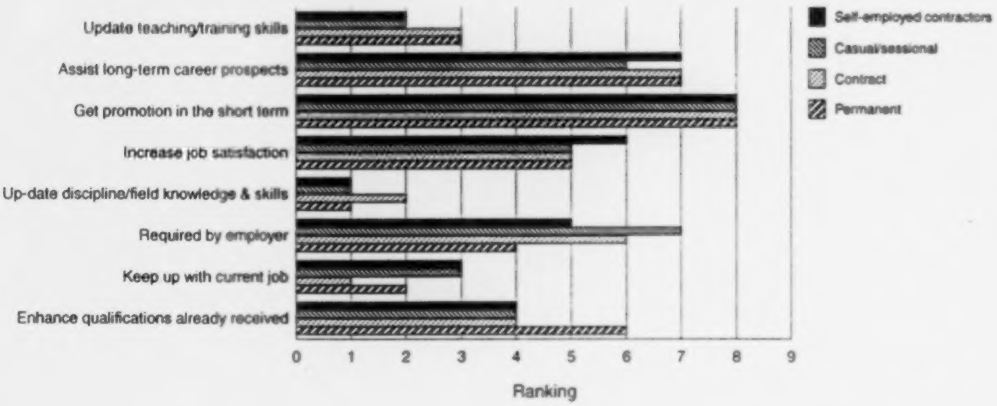
Figure 11: Type of institution where teachers/trainers had undertaken structured education and training activities in the past year



Note: Respondents could provide more than one answer.

The reasons for undertaking structured staff development activities centred on updating discipline/field, keeping up with current job and updating teaching/training skills (figure 12). These forms of staff development activity were clearly not being used primarily for the purposes of short-term promotion and long-term career advancement, nor even for job satisfaction.

Figure 12: Rankings of importance of teachers'/trainers' reasons for undertaking structured education and training activities by employment mode



Note: Based on points score for teachers'/trainers' rankings: 9 points for importance ranking of 1, 8 points for ranking of 2 and so on; and then reasons ranked according to points score with highest number of points given ranking 1.

Factors preventing teachers/trainers from undertaking staff development

Teachers and trainers were asked to choose from a number of factors those which they believed had prevented them from undertaking formal qualifications or attending education and training activities in the last twelve months. This question was included to gain an understanding from the staff themselves of what they perceived were barriers to accessing staff development. The data are presented separately below for the two forms of educational activity.

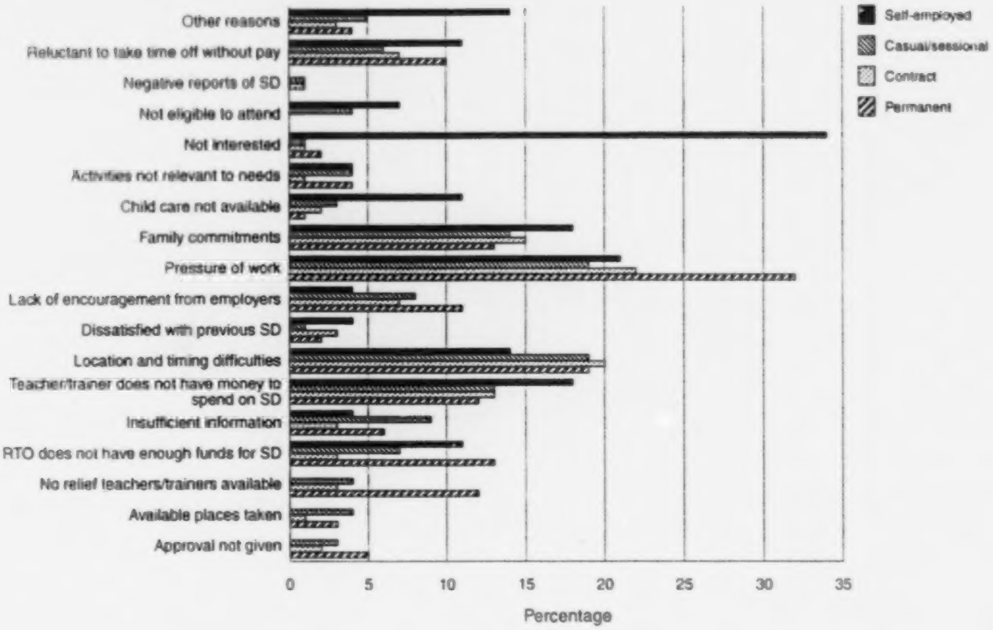
Formal qualifications

The barriers preventing staff from undertaking formal qualifications were relatively consistent across employment mode (figure 13). By far the most cited barrier for all staff was the pressure of work. Location and timing difficulties were also very high on the list, usually in second place, for all groups of staff. Family commitments, was a third common barrier. Other specific factors rating highly (over 10% frequency) by particular employment modes included:

- ❖ RTO does not have enough funds for staff development (both permanents and self-employed contractors)
- ❖ teacher/trainer does not have enough money to spend on staff development (self-employed contractors, contracts and casuals)
- ❖ child care unavailability (self-employed contractors)
- ❖ unavailability of relief teacher/trainers (for permanents)
- ❖ reluctance to take time off without pay (for permanents)

It is interesting to note that, in terms of staff development provision, while almost equivalent percentages of permanent staff mentioned lack of finance of *both* RTO (13% of respondents) and individual (12%), equivalent frequencies for contract (13%) and casual (13%) staff were given only in the case of lack of finance of the individual. These data may provide an insight into the mindset of contract and casual/sessional staff—a perception that staff development funding from their RTO is not for them but is necessarily their own responsibility.

Figure 13: Factors preventing teachers/trainers from undertaking formal qualifications by employment mode



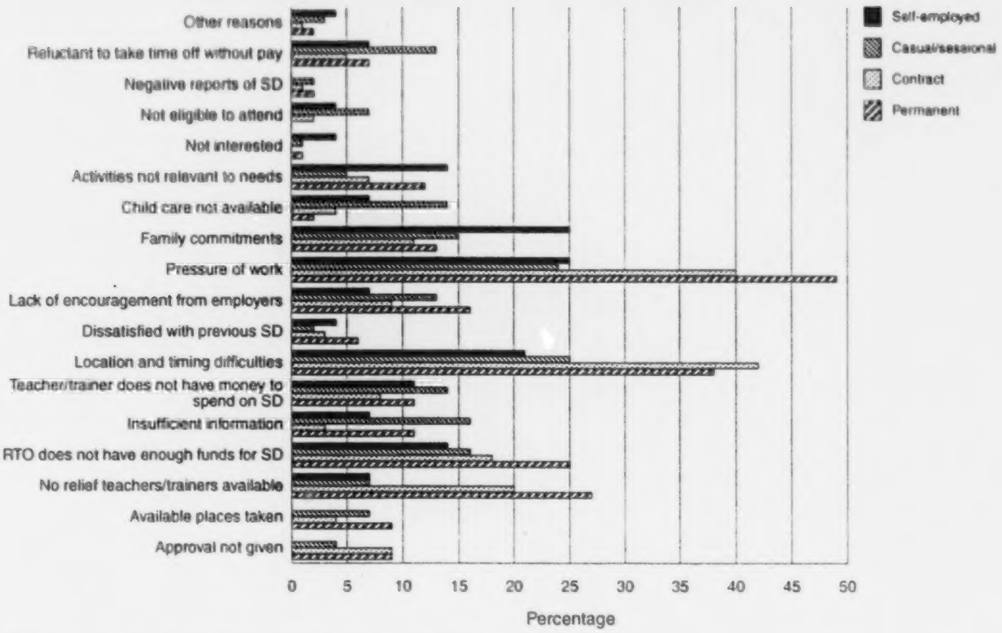
Note: Respondents could give more than one response.

Structured education and training activities

A similar pattern emerges from the staff development activities other than formal qualifications (figure 14). Pressure of work, together with location and timing difficulties, again had easily the highest numbers of staff irrespective of employment mode. This time the percentages of staff citing these barriers was even higher than for formal qualifications, with 49% of permanent and 40% of contract staff listing work pressure as one key barrier, and 38% of permanent and 42% of contract staff citing location and timing difficulties as the second main barrier to staff development participation. Other factors for permanent and contract staff include lack of relief staff (27% and 20% respectively) and lack of RTO funding (25% and 18%). In the case of the casual staff, the next most frequently cited barriers were insufficient information (16%) and lack of RTO funding (16%), while for the contractors, they were family commitments (25%), irrelevance of activities to needs (14%) and lack of RTO funding (14%).

These data provide a snapshot of the perceived barriers to participating in staff development. From both sets of data, it is clearly evident that pressures of workload and time loom as large barriers in the minds of teachers and trainers to prevent their undertaking staff development. Lack of funding from RTOs for staff development also is cited frequently by all categories of staff. Noticeable as fifth rated barrier for permanent staff was lack of encouragement from employers (16%)! Lack of individual funds for staff development was cited by 14% of casuals and 11% of contractors, and unavailability of child care by 14% of casual staff. From the perspective of staff development provision, it is noteworthy that dissatisfaction with previous staff development was cited only by 2% to 6% of each category of teachers/trainers, and that only very small numbers of staff had been discouraged by negative reports of staff development or expressed lack of interest in staff development. This lack of dissatisfaction and discouragement implies that, if other factors acting as barriers can be ameliorated, there is the potential for participation in staff development activities to be increased for all types of staff.

Figure 14: Factors preventing teachers/trainers from participating in structured education and training activities by employment mode



Note: Respondents could give more than one response.

Summary

This section has provided a detailed examination of the staff development activities of VET teachers and trainers in the sample of 686 respondents from public and private RTOs across all States and Territories. It has also identified perceived barriers to participation.

The key findings of the analysis in this section are the following:

- Seventy-six per cent of providers require teachers/trainers to have a minimum teaching/training qualification at the time of appointment.
- Public and private providers differ significantly in the patterns of recruitment. While only 54% of TAFE providers require a minimum teaching/training qualification at appointment, 81% of commercial, 79% of community and 73% of enterprise-based providers require this; TAFE is significantly more willing to have staff complete such qualifications after appointment.
- Certificate IV in Workplace Training has become the *de facto* qualification for VET teaching/training.
- Higher proportions of permanent staff have completed not only non-teaching postgraduate qualifications and trade certificates, but also bachelor degrees in education and teaching diplomas, indicating a more highly skilled, in both content and pedagogy, component of the teaching workforce that is employed on a permanent basis.
- TAFE staff focus more on trade and teaching qualifications; private RTO staff focus more on non-teaching postgraduate qualifications and workplace trainer awards.
- There is a large amount of formal staff development occurring while staff are in employment: 43% of formal qualifications were completed while teachers were in their present employment and 33% of staff were currently studying such qualifications.

- Formal qualifications are most likely to be undertaken at a university in the case of permanent staff and at TAFE by casual staff.
- Teachers/trainers seem to take formal studies, apart from university, from institutions within their own sector.
- The most commonly cited motivations for undertaking formal studies are: to assist long-term career prospects, to acquire qualifications, to enhance qualifications already achieved and to update industry knowledge and skills.
- However, self-employed contractors tend to have different reasons than do other categories of teachers/trainers as a consequence of their role and degree of attachment to the VET workforce.
- Less formal staff development is spread across a wide range of fields, with training packages (44% of staff) and computing/IT (39%) the most prominent; however, the actual quantum of hours spent on training package staff development was not as high as many other fields.
- The chief reasons for undertaking this less formal staff development include: updating discipline/field, keeping up with current job and updating teaching/training skills.
- The main barriers preventing teachers/trainers from participating in staff development are reported to be: pressure of work, location and timing difficulties, and lack of either organisational or personal finance.
- Relatively few teachers/trainers cited dissatisfaction with previous staff development, discouragement from negative reports of staff development or lack of interest in staff development.

The analysis has revealed quite different patterns in the approaches of public and private VET providers to staff development. One of the most important differences is in what is expected of teachers/trainers at the time of appointment. The private providers are far more keen to recruit already qualified staff, while TAFE is more prepared to allow their staff to complete teaching/training qualifications following appointment. This difference explains to a considerable extent their varying approaches to subsequent staff development; for example, the more extensive structures for staff development that TAFE institutions have in place (in section 4).

It is clear that the Certificate IV in Assessment and Workplace Training has become the *de facto* qualification for teaching/training in the VET sector. This will increasingly be reinforced by the common stipulation within training packages for this level of qualification and by the finding in this study that decisions about staff development tend to be influenced more by policy imperatives such as RTO registration requirements than by more traditional arrangements such as industrial relations agreements or career plans (in section 4).

The combined impact of the changes in the VET sector—articulated in the summary of section 2 and summarised by the key stakeholders in section 3—is evidently causing increased pressures on the work of these teachers and trainers. This factor is reported as easily the most critical factor in preventing them from undertaking further staff development. Nevertheless, the results indicate that a substantial quantum of both formal and less formal staff development is happening.

The next section of this report sharpens the focus on the notion of staff development itself, examining the barriers and the critical success factors to implementing 'good practice' in VET staff development.

6 Good practice in staff development for VET teachers and trainers

Introduction

This section is concerned with, first of all, barriers to developing good practice models for VET teachers and trainers, and secondly, critical success factors and a process framework for good practice in staff development for VET teachers/trainers. The content of this section is largely drawn from the 15 case studies, complemented by information from two other sources—the Delphi survey and the literature review. The section addresses research objectives 3, 4 and 5 (see figure 1).

There were two types of case studies:

- *sites* which had been recognised for innovative approaches and good practice in staff development
- *programs* which were highly regarded in the field, had been developed specifically for VET teachers and trainers and were available at state or national levels.

The case studies and their location are outlined in figure 15 (in alphabetical order).

Figure 15: Case study organisations and programs, by location

Organisation/program	Location
Bartter Enterprises	Griffith, New South Wales
Canberra Institute of Technology (CIT)	Canberra, Australian Capital Territory
Charles Sturt University (CSU) (VET teacher education program)	Wagga Wagga, New South Wales (and by distance education)
Colony 47 / Productivity Plus Tasmania	Hobart, Tasmania
Framing the Future	National
Learnscope	National
Martin College	Sydney, New South Wales
Northern Territory University (NTU) (VET Section)	Darwin, Northern Territory
Riverina Institute of TAFE (RIT)	Regional New South Wales
Teaching and Learning	South Australia
Tropical North Queensland Institute of TAFE (TNQIT)	Cairns, Queensland
VITAL (VET Initial Teaching and Learning)	New South Wales
West Coast College of TAFE	Perth, Western Australia
Wide Bay Institute of TAFE (WBIT)	Maryborough, Queensland
Work-based learning: Workplace Learning Initiatives and Northern Melbourne Institute of TAFE (NMIT)	Melbourne, Victoria

Case studies were used in this project in order to complement data gathered by other means in this study, and in particular to assist in:

- delineating the nature and purpose of staff development currently available in a diverse range of VET settings
- identifying good practice approaches in staff development
- describing access to staff development by teachers/trainers in different employment modes
- examining the ways in which providers organise and manage staff development
- noting the kinds of staff development activities available

- ascertaining the barriers to participation in staff development programs
- investigating ways in which staff development contributes to the quality of VET provision

A brief overview of each of these case studies is introduced below. This overview serves to provide a scaffolding on which to understand and interpret the cross-case analysis which follows. Short profiles of the case studies are presented in appendix F (while the full ten-page descriptions remain with the research team).

Three of the case studies are private providers. *Bartter Enterprises* is located near Griffith and is an integrated producer of poultry products employing 1500 people. Some years ago the company decided to invest in competency-based training to change the culture of the organisation and to improve performance. This case study site was chosen because of the success of this training and the associated staff development in the context of a very competitive industry. *Colony 47* is part of the Productivity Plus Tasmania consortium, and is a relatively large and diverse community organisation which has 70 staff providing a range of housing, support, training and employment services in the community sector. It was selected as a case study because it has a highly regarded staff development program in a sector which has not traditionally given a high priority to such programs. *Martin College* is the largest private provider of education and training services in Australia. There are more than 1000 students at the Sydney site, many of whom are from overseas. It was included as a case study because it is a large, well-established private provider of good standing with a highly casualised workforce and a reputation for its approach to staff development.

Six case studies involved public providers in the VET sector. *Canberra Institute of Technology* is the sole public provider of vocational education and training in the ACT and offers a very wide range of courses to 20 000 students. It was nominated as a case study because it is a large, single public training provider with an admirable record in the provision of a very comprehensive and innovative range of developmental opportunities for its staff. Another case study comprised two Melbourne sites using work-based learning as part of the Framing the Future initiative to achieve practical outcomes related to training packages. The first site, *Workplace Learning Initiatives,* involved managers, administrative and teaching staff in all employment modes; the second, *Northern Melbourne Institute of TAFE,* involved volunteer sessional staff working in the Office Administration department. The first site was chosen for its general reputation for work-based action learning and the second for its focus on sessional staff.

Riverina Institute of TAFE services a diverse region which stretches from the Southern Alps to the South Australian border with the Murray River at the southern boundary. It has 1200 staff with one in five permanent. It was selected because the institute is faced with a range of challenges—including a diverse range of training needs, thin training markets and limited resources—which have implications for VET staff development. *Tropical North Queensland Institute of TAFE* is based in Cairns in a region that is relatively isolated, sparsely populated and remote. The institute management has to provide a more or less independent program of staff development suitable for its own members and unique situation, a situation that includes a high proportion of indigenous, non-English-speaking background (NESB) and people with disabilities in the population. The institute enjoys a high reputation for servicing the needs of the region and overcoming many of the problems associated with keeping staff up to date with developments in industry and training reform. It is for these reasons that this institute was selected as a case study site.

West Coast College of TAFE in Perth has 640 staff and provides a wide range of training. It was selected as a case study for the proactive and strategic way in which it addresses individual, local, state and national needs in staff development. The performance management policy of this college links individuals to its corporate goals through a process of review and discussion with supervisors. *Wide Bay Institute of TAFE* is based in the

Queensland centres of Maryborough, Hervey Bay and Bundaberg. It has a Centre for the Advancement of Innovative Learning (CAIL) which has been influential at the State level in terms of staff development. An Australian Quality Council review recently identified opportunities for professional development as a strength of the institute. For these reasons Wide Bay was selected as a case study site.

Two of the case studies were in universities, one a VET sector component and the other a VET teacher education program. In the Northern Territory, TAFE is closely linked with the school and university sectors of education. The *Northern Territory University* is a major provider of professional education for VET staff and is a registered training organisation. The number of faculty members responsible of the VET program is relatively small (10). The extent to which these staff are able to access suitable professional development is thus likely to have a critical influence on the quality of much of the staff development activities for VET practitioners in NT. This was the reason why the university was selected as a case study. *Charles Sturt University* has a broad-based, but industry-focussed, distance education program designed to produce competent, critical and reflective practitioners to work effectively within the VET sector. Numbers in the program have increased since its inception in 1993 to a point where, in 2000, it had become one the largest providers in Australia. Charles Sturt University has strong links with TAFE the major provider of vocational education and training, and this is the case for the VET program. The specific focus on VET, the print-based delivery with on-line support, the emphasis on improving practice, the growth in numbers and positive evaluations were the main reasons for including this program as a case study.

The other four case studies are staff development programs within the VET sector, two national and two primarily State-based programs. *LearnScope* is an ANTA-funded national staff development program that has been widely used, well-received and appropriately evaluated. The program provides a framework in which training providers can put forward staff development projects related to new learning technologies that will address their particular needs for flexible delivery. *Framing the Future* is another ANTA-funded national staff development program for VET practitioners. The program promotes work-based action learning as a means of translating new concepts and principles into everyday practice and thus keeping staff up to date with emerging changes within the VET system. *Framing the Future* provides funding for projects identified by groups and organisations within a framework which requires applicants to identify their own staff development needs, develop a project proposal to meet those needs, plan and implement the project and thus take responsibility for managing their own learning. Projects are designed to address an organisation's staff development needs at a particular point in time. This program was widely reported as significant and effective in surveys conducted as part of this research and also in many of the site-based case studies. It was for these reasons that Framing the Future was included as a separate case study.

The *VET Initial Teaching and Learning (VITAL)* program was developed for use with new teachers, both full- and part-time, who are employed by NSW TAFE and have limited classroom experience. It is equivalent to five of the eight units of competence in the Certificate IV in Assessment and Training. VITAL is now used widely within NSW TAFE. It is organised into self-contained sessions, and is designed to be delivered in modes ranging from all face-to-face through to totally independent study, print-based or on-line. VITAL has been well received, particularly by sessional and casual teachers, and has a number of features which reflect best practice. *Teaching and Learning* is an institute-based program specifically developed for beginning TAFE instructors in South Australia, both permanent and non-permanent staff. It provides a set of suitable materials to help ensure consistency and quality in training. This program was included as a case study because it has been running successfully in various forms for many years, meets the specific requirements of a major institution-based training provider and represents an alternative initial preparation program to the Certificate IV in Assessment and Workplace Training.

The following now moves to a cross-case analysis of these 15 case studies.

Barriers to developing good practice

In round one of the Delphi survey, key stakeholders in VET identified a number of barriers to staff development. After these were summarised and incorporated in the second round, the stakeholders ranked them in order of importance. The top eight barriers, in order of importance, were:

- lack of time
- lack of management support or expertise
- ageing VET work force/resistance to change
- organisational culture does not facilitate staff development
- lack of general funding
- national or organisational lack of vision
- VET work force casualisation/contracts
- funding for staff development

These rankings, together with other comments made by respondents, suggest a picture of a training system which is undergoing profound change but is possibly without the capacity to support staff to an appropriate degree in the process of change. The comments of respondents included the following summary statements:

> *Some of the teachers/trainers have given up using good tried and tested teaching and assessment practices, because they [have been led to] think they are no longer allowed to use them. They have lost the voice in the reform movement, and have become dis-empowered. They have lost their professionalism. One of the attributes of the reform agenda has been that of sharing best practice. However, the constructive sharing of best practice conflicts with the current fashion for secretiveness and competitiveness between training institutions ... [new arrangements are needed for professional development programs so that VET teachers/trainers are] allowed to stand back from the tensions and confusions of the workplace, and, given time and space, to ponder the big issues from a wider perspective. This is what creates professionalism, and it is this self-directed professionalism which will inevitably improve the quality of VET provision in Australia.*

> *In general, the teacher education provided at all levels ... is world class. The problem is that the ... system and supporting ... structure is being dismantled. ... Most PD programs implicitly assume full-time teacher employment. ... policy changes are leading to a situation where teachers/trainers [especially non-permanent staff] will need to contribute larger private investments in their own human capital. ... Many PD programs I have seen are really about getting teachers and local employers [to] toe the policy line. The problem for teachers is that they have to deal with policy changes in an unsupportive administrative environment. ... We are faced with major changes to the institutional arrangements within which VET has been provided. ... problems do not lie in teaching/learning. We are good at that. The difficulty is not the content of PD—the challenge is to overcome barriers to delivering PD.*

In thinking about the barriers to staff development, it is also useful to consider the factors that affect the decisions of individual teachers and trainers whether or not to participate in the staff development activities on offer. Lowrie, Smith and Hill (1999, p.90) identified that such factors as their career stage, the nature of their initial teacher training, their preferred way of learning, their industry area, their employment status and course availability and timing influenced the extent to which teachers participated in staff development activities related to competency-based training. The model is depicted in figure 16 below.

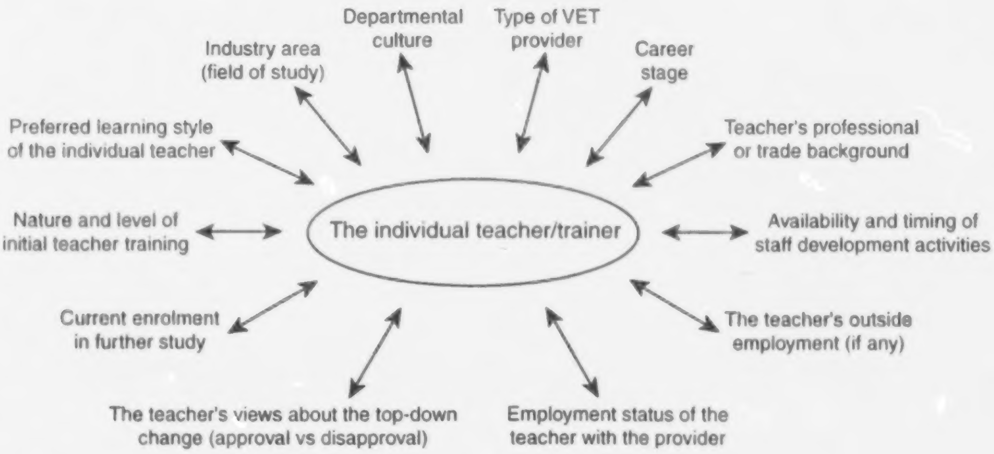
Underlying these particular factors is the more general issue of change in the VET sector and the rate at which the process can be accommodated by those concerned. The factors listed above and the general theme of change are in evidence in all of the case studies in this study.

Timing and time

A variety of barriers to participation in staff development exist. The timing of staff development activities is a most significant barrier for teachers especially those who are sessional and have other employment. For this reason, Canberra Institute of Technology offers initial teacher training on Saturdays as does TAFE in South Australia for its Teaching and Learning program.

Time is also perceived to be a major barrier by permanent staff who see that their workloads have increased. The situation was acute in some case study sites. A provider's requirement for some forms of staff development to be completed by staff in their own time is a critical factor in determining participation rates. Travel time is normally expected to be in the staff member's own time, a factor which can discriminate against people with responsibilities for caring for others or those living at some distance from their employment. All staff development for casual teachers is almost invariably completed in their own time. Release time is generally only available for permanent staff. Contract staff generally cannot access release time and have to arrange to swap classes when required. Some staff find it difficult to arrange swaps and others do not ask because either they do not relish asking for a favour or do not want to risk refusal. Even where release time is available, it is limited and a considerable amount of more substantial courses, such as the Certificate IV in Workplace Training, has to be completed in a teacher's own time. Many seem to feel they are just too busy or that there is a conflict between meeting their own needs and those of their students and they give preference to the latter. Many staff who give staff development a low priority are seemingly not able to balance the demands of their immediate work against the longer-term benefits which might accrue from participation in staff development.

Figure 16: Factors affecting engagement of individual VET teachers with staff development associated with top-down change


Departmental culture
Type of VET provider
Industry area (field of study)
Career stage
Preferred learning style of the individual teacher
Teacher's professional or trade background
Nature and level of initial teacher training
The individual teacher/trainer
Availability and timing of staff development activities
Current enrolment in further study
The teacher's outside employment (if any)
The teacher's views about the top-down change (approval vs disapproval)
Employment status of the teacher with the provider

Skills and preferences

The form in which staff development programs are delivered presents a barrier to some staff. Those without an academic background tend to avoid staff development activities which are print-based or require well-developed study skills. Persistence is also important. One respondent, in the Charles Sturt University case study, pointed out that you really have to think hard about taking on university study by distance education even though the

VET course in which she was currently enrolled was better than any staff development programs she had undertaken: 'Motivation is important and you have to balance your lifestyle. Because it's a major commitment, not everyone would want to do it.'

Staff with elementary IT skills are often unwilling to engage in on-line programs. Those who prefer interaction with their peers may seek to avoid formal presentations. Limited funds for staff development often mean that individuals may not be able to be supported for their preferred way of achieving a particular outcome. For example, receiving a conference report may have to be a substitute for conference participation. While such solutions are possible, it is often difficult to satisfy a need for particular content.

Casualisation has also created a highly competitive trainer/teacher market where sessional and contract staff often perceive that their employment and prospects are linked to the completion of staff development activities. For many, this translates to a preference for staff development programs which are not tied to their current place of employment and which are accredited.

Communication

Staff are not always well informed about the availability of staff development opportunities. This can arise because the information is not readily available, not available in time or not appreciated. The latter is often the case for staff who are less familiar with the VET environment—they simply do not comprehend the relevance of courses designed to inform them about new developments. Sessional staff who spend only a short time on campus are often not aware of the full range of staff development activities available. For example, while sessional staff may have access to email, the time needed to sort through the mass of material to find that which is relevant can be daunting. Further casualisation of the teaching staff may thus prove to be a barrier to future participation in staff development.

Workplace culture

Workplace culture is a global term which incorporates both a disposition towards change in general and towards staff development in particular. Teacher/trainer attitudes towards staff development influence its impact. Where participation in staff development continues to have significant tangible benefits, this expectation becomes part of the culture at that site. Where staff development is a condition of future employment for sessional and contract staff, pressures and resentments become apparent in the workplace. A workplace culture which diminishes the importance and value of staff development can be a significant barrier to participation and the development of good practice. Such cultures may have an inbuilt resistance to change. This was the case at some sites where staff complained that there were just too many changes in VET and that they saw no real need for these changes. In these situations, there were some signs that staff development activities which maintained technical currency were more highly valued than staff development designed to change the way training is delivered.

Cost

Cost is an important consideration when planning staff development. Permanent staff usually incur only minor costs when engaging in most forms of staff development. However, the cost of gaining formal qualifications is becoming an issue as the burden of funding is being transferred from governments to individuals. Permanent staff may gain full or partial fee relief for some courses but there are still many other costs. Cost is a more significant issue for sessional staff. While the typical one-day or part-day programs dealing with developments such as Training Packages are usually free to all staff, irrespective of their mode of employment, sessional staff often have to forgo opportunities to earn income in order to attend. Sessional staff have to pay for longer courses such as a Certificate IV in Assessment and Workplace Training. Many staff with short-term contracts complete formal studies at their own expense in order to improve their chances of longer-term or permanent employment. In most cases full-time contract staff tend to be treated as permanent staff in relation to fee relief. At Northern Territory University such staff are also eligible to apply for study leave.

Critical success factors in staff development

Seven critical success factors relating to effective staff development emerged from a cross-case analysis of the case studies. Good practice in staff development requires:

- appropriate positioning of staff development within the organisation
- partnership
- appropriate programming
- suitable delivery
- quality content
- appropriate support in the workplace
- overcoming barriers to participation

These critical success factors are now discussed in detail and appropriate reference made to the case studies in which these features were most in evidence.

Appropriate positioning of staff development within the organisation

Provider priorities and staff development

The position of staff development refers both to its role in the organisation and its place in organisational structure. The type of provider, the particular context in which the provider operates and the provider's policy on staff recruitment, induction and performance review all significantly influence the nature and purpose of staff development, the budget allocation and the kind of staff development and training activities that are valued. All providers studied were concerned with both the technical currency of staff and their teaching/training expertise. However, enterprise and private providers appear more likely to minimise the need for staff development by recruiting staff with the expertise required than is the case for public providers. This was certainly the case at Martin College in Sydney. An enterprise, such as Bartters, is likely to focus almost exclusively on training which leads to the achievement of the corporate goals. For this reason, an enterprise provider may prefer to concentrate on trainers' understanding related to that particular workplace rather than on their pedagogical knowledge and skills and detailed knowledge of general developments in the VET sector. The former includes only those VET changes which directly affect training in that enterprise.

By contrast, organisations which provide a diverse range of VET programs, such as TAFE, often provide staff development programs which are concerned with pedagogical knowledge and skills and detailed knowledge of general developments in the VET sector which are appropriate for staff in all fields of study. This was particularly evident at Canberra Institute of Technology and Tropical North Queensland Institute of TAFE. Increasingly TAFE institutes are attempting to forge a stronger link between their business plan and staff development. This was observed at Wide Bay Institute of TAFE, Riverina Institute of TAFE and Canberra Institute of Technology. The latter had just experienced a change in the organisation of staff development which it was claimed would have this effect. What had been a separate entity now comes under the Human Resource Unit of the Division of Corporate Services.

Staff professional development needs

Most organisations have developed ways of identifying and addressing the staff development needs of their employees. All the TAFE institutes studied have some kind of arrangement by which staff and their immediate supervisors prepare an annual plan which identifies the professional development needs of the teacher or trainer and the way in which those needs may be addressed. This decentralisation of decision-making about staff development recognised the need for such assessments to occur as close to the work situation as possible and to give high priority to those issues perceived as pivotal to the work of individuals. Such practice 'lets people decide what improvements they need to make and does not set the same standard for all'. Often the yearly institute staff development program is based on the common needs identified by individual members of staff.

Evaluation

Staff development programs are also a significant component in strategies designed to improve the position of the organisation in the training market. For this reason such organisations have a commitment to evaluate those staff development programs. The issue of evaluation is also critical in State and national staff development programs. The evaluations cited in the Learnscope case study provide the detail which is needed to improve future programs and thus meet the professional needs of VET teachers and trainers. These evaluations were carried out in particular organisational contexts. Such organisations have cultures which influence the way people in them think about what should be evaluated, who should do the evaluation, how it should be done, who should control the process, and the criteria which should be employed. It was somewhat surprising that there were few references to formal evaluations in the case studies involving site visits. There was also no mention of quality assurance policies and procedures in relation to staff development. These observations suggest that many organisations may be finding it difficult to resource their current staff development programs and so neglect evaluating their real outcomes. A culture in which the importance of evaluation and quality assurance is not high appears to be developing. Those courses which are evaluated tend to be done in ways which tap participants' reaction to the course and not the longer term outcomes which are likely to improve the quality of VET provision.

What has been reported above may also be a reflection of the variety of orientations towards staff development. From the case studies, it appears that staff development can have different emphases namely:

- as a right of employees under an industrial award
- as a tool for management to achieve business goals
- as a means of supporting staff
- to increase employee satisfaction in their work
- to improve training outcomes for students and trainees
- to comply with the National Training Framework

If, for example, the management of an organisation emphasises these aspects, then there is little need for rigorous evaluations.

Support for staff development

In organisations which have a long history of training and a significant proportion of permanent staff, the issue of technical currency is often difficult and costly to address through staff development. For example, return-to-industry programs seem to involve fewer permanent staff than general programs such as assessor training. Many training providers seek to overcome the problem by employing contract and sessional staff who are technically current (Martin College). This strategy reduces the amount needed to be spent on staff development.

Precise budget allocations for staff development were difficult to obtain. Estimates ranged from approximately 1% to 6% of payroll at the sites studied. It is difficult to make meaningful comparisons as organisations did not account for their budget in the same way. For example, some public providers charged such activities as staff meetings against their staff development allocation.

The position of staff development in the structure of an organisation is important as it can affect the level of support for staff training. Critical factors also include the characteristics of the person in charge of staff development and the priority accorded by the organisation. Where staff development is seen to have the backing of the CEO and the person responsible for the face of staff development is visible and capable, then the program is more likely to make a significant contribution. In the case of RIT the manager of staff development had direct access to the decision-makers in the institute and staff development had strong support from the institute director. This made it possible for her to be more innovative and to introduce new ways of supporting staff in their work. The latter included desktop tutorials and use of the Supported Independent Learning program. The latter was designed to improve information technology and is an on-line program with tutor support at designated times.

Features of reputable programs

Features of organisations which have reputable staff development programs included:

- a clearly articulated policy framework for training and development which is strategically linked to the goals of the organisation
- a strong commitment to staff development by management
- some significant links between staff development and HRM policy, for example, performance appraisal
- a capable and highly visible manager of staff development
- a competent staff training and development team
- a way of recognising/rewarding staff development
- well-developed recruitment, induction and performance monitoring procedures
- a system in which individuals are helped to identify their own developmental needs
- appropriate mentoring arrangements
- suitable accommodation and access to other resources

Partnership

Partnership, the second critical success factor, differs from the first, as it refers to the nature of the working relationships and shared understandings which exist between the various parties concerned. The notion of partnership is manifest in several ways throughout the case studies. The most obvious way is in the relationship between the teacher/trainer and his or her employer in terms of their respective obligations for staff development. Attempts to make this explicit are apparent in some enterprise agreements and related policies (for example, Northern Territory University). In general the responsibility for funding ongoing professional development of staff is shared between the individual and the employer, with the balance depending on the relative benefits to each for particular activities. Usually those training and development activities which advance the prospects for promotion of individuals are mainly their own responsibility but those which serve to maintain or improve the performance of employees in their present position are primarily those of the employer. The relative balance also depends on the mode of employment of the member of staff, with employers taking on greater responsibility for full-time staff and less for part-time and casual staff.

In some TAFE institutes, where both staff and management both publicly acknowledged a partnership, staff development was seen in a very positive light. A high degree of institutional loyalty appeared to have been generated through sponsoring staff for study programs at a number of sites.

In national staff development programs, such as Learnscope and Framing the Future, other forms of partnership were evident. In the case of Learnscope, which was set up to support the need to develop skills in flexible delivery, teams of staff are funded jointly by the project and their own organisation for work-based projects. The project is responsible for helping to establish and guide the work-based learning programs. Here partnership is at a number of levels—partnership within teams sharing a common desire to improve skills, partnership between Learnscope and the team and a partnership with the organisation in which the team is located. Similar claims may be made in the case of Framing the Future.

Partnerships create an environment in which sharing, mutual support and the achievement of common goals is expected. As one person put it 'there is trust up and down the line'. Work-based action learning which is collaborative can be a very effective platform for staff development as indicated in the CIT case study. That study included a Learnscope project team which had tangible outcomes beyond the development of flexible delivery skills such as enhancement of confidence in leading others. In the case of Bartters, the trainers, who worked in partnership with the relevant industry training advisory body (ITAB) to develop a set of standards for the poultry industry, reported that this provided a significant opportunity for new learning. Staff at RIT and CIT who worked in partnership with the full-time teacher education professionals to help plan and deliver training and development for other staff made similar claims. A most successful feature of the Charles Sturt University VET program is the practicum. In this component of the course, students work in partnership with the practicum coordinator to set up arrangements which will not only meet subject requirements but also enhance students' employability. There is a further important partnership between the institutions which regularly host students and CSU. The VITAL case study highlights the tensions which can exist in a program which is centrally devised and locally delivered.

Appropriate programming

The staff in larger training providers tend to be diverse in terms of their teaching areas, experience and qualifications. This results in diverse staff development needs. These needs may be addressed by an appropriate program of different kinds of staff development activities. These include the following categories:

- improve understanding of new developments in the VET sector
- meet organisational needs
- develop greater expertise in teaching and training
- ensure technical currency
- address other matters relating to personal and career development

Only large training providers offer a well-balanced program of staff development activities covering all five categories. CIT was exemplary in this respect. Small-to-medium-sized providers offer a more restricted range of staff development opportunities which mainly fall into the first two categories listed above. The provision of such opportunities is regarded as a basic responsibility of the employer. The responsibility for mounting category one courses is also seen as a sectoral responsibility which should be funded, in part, from the public purse as was the situation with Learnscope, Framing the Future and VITAL.

All sites visited met the responsibility for category one programs for the majority of their employees with the exception of sessional staff.

Optimal staff development requires that programming is designed so that it meets the needs of staff in all modes of employment. In some cases this may mean running programs which target particular groups. This was the case at Northern Melbourne Institute of TAFE (NMIT) which developed a special program for sessional staff. Such staff usually receive only a small fraction of the staff development funds spent on permanent and contract staff. It seems that employers are 'unwilling to invest scarce resources in staff who may not be with them long or who, worse still, will take the skills provided to a competitor' (NMIT). The South Australian Teaching and Learning Program is another example of a course which has a specific target audience. In this case the program targets new lecturers and is delivered as part of their induction to TAFE. The VITAL case study demonstrates the difficulty of meeting diverse needs of new and experienced staff through a single program. It should be noted that both these programs are similar, serve the same purpose and articulate into a Certificate IV in Assessment and Workplace Training.

It is important that staff development in an organisation is approached so that it promotes the view that staff needs can be met in a diversity of ways as it reduces the difficulty in achieving suitable staff development programming. Canberra, Riverina and Wide Bay Institutes of TAFE actively promote the view that individuals can meet their own staff development needs in a wide range of ways including: conference attendance, coaching, mentoring, participating in action learning sets, workshops, formal coursework, industry placement, self-study and on-line forums. Such a policy seems to lead to a greater level of satisfaction especially when it is linked to individual professional development plans as described in the two Queensland case studies, RIT and CIT.

Suitable delivery

A number of the sites (for example, WBIT) indicated that it was essential that staff development concerned with new initiatives in the VET sector be delivered at the appropriate time. Programs which were delivered prematurely lacked impact and those which were too late were a waste of resources as staff had already acquired the information or learned the skills in some other way. Programs can not only be timely in this sense but also in terms of individual needs.

At WBIT it was also argued that flexibility was critical in making arrangements for staff development. Sometimes the fact that a particular course is available at the time may be relatively more important than its timeliness.

In times of stringent budgets cost efficiency was a prime consideration in making decisions about the delivery of staff development. Staff development programs which rely on resources, rather than face-to-face delivery, such as VITAL are often seen as cost-effective. The VITAL program can be delivered in seven ways.

1. all face to face
2. face to face with some independent study
3. mostly independent study with some tutorial support
4. mostly independent study with some support from a facilitator
5. mostly independent study with some support from a mentor
6. totally independent study with some web support
7. totally independent study, print or on-line

The Teaching and Learning program can also be varied in its mode of delivery in order to help address the issue of flexible delivery. The particular mode used will determine the extent to which the backgrounds and preferences of learners can be considered in the delivery of the program and hence the extent to which it accords with the preferences and skills of the learner. The delivery of VITAL can be considered in terms of a continuum from (1) to (7). At one end (1) above, a sensitive and competent facilitator will seek to find out and accommodate each participant's background, preference for and attitude towards learning, motivation and workplace context. At the other end of the continuum (7), none of this information will be explored and 'the learner has a private and isolated interaction with the printed or on-line materials'. The larger the proportion of independent study, the greater the need for study skills and self-regulated learning. VET staff seem to value the kind of choice available in this program.

At RIT, VITAL has been an important program for part-time and some contract staff. It has been organised in such a way that each campus has a designated contact person, and staff complete the self-paced course of study in their own time and can seek help from the contact person. RIT has also developed its own cost-efficient Supported Independent Learning program (SIL). In this program staff use printed and on-line materials and receive support from a consultant, as needed, by email or telephone at designated times. Programs such as the two described above reduce the need for costly staff relief and allow flexibility.

Staff can complete much of both of the programs at a time and rate which suits them and the minimum number required to mount a program is small compared with traditional face-to-face alternatives. The latter is particularly important in rural Australia where even relatively large TAFE institutes operate at many sites with small staff numbers such as WBIT, TNQIT and RIT.

The relative isolation of Darwin makes it very costly for VET staff at Northern Territory University to attend national conferences, workshops and seminars. This means that it is necessary to be flexible in thinking about the way in which staff development needs might be met. Cost centres in the university consider such alternatives as staff exchange, shadowing/mentoring arrangements, external staff development programs and cultivation of personal networks. The latter is also strongly encouraged at CIT. NTU staff made use of informal avenues for staff development such as negotiating with another lecturer to sit in on classes and other informal on-the-job training. In many cases formal staff development programs also utilised local expertise in planning and delivery as a cheaper alternative to sending staff away or bringing in experts. This had two other benefits—contextual fit and the opportunity for local expertise to be both recognised and developed in the process.

Staff development programs in which there was appropriate delivery included the following features:

- flexibility in terms of timing, mode of delivery and approach to learning
- opportunities for collaboration and discussion
- support during and after the program
- modelling of the practices they seek to promote
- use of local expertise
- creation of supportive networks
- recognition that particular learning outcomes can be achieved in a variety of ways

Quality content

The quality of the content of staff development was identified as a critical success factor at most sites and for the programs studied. This suggests that the quality of staff development programs varies noticeably. Teachers at WBIT were critical of staff development that was repetitive, or was not at a level that was currently required or was not relevant for the audience. In the case of face-to-face delivery, the key determinant of quality is usually the facilitator. However, for programs with extensive learning materials the critical factor is often the quality of these materials.

The content of VITAL is seen to be more appropriate than a standard Certificate IV in Assessment and Workplace Training for TAFE staff because of its classroom teaching focus. A staff developer in a TAFE institute commented of the latter certificate programs: 'they are really not all that relevant for our teachers'. This is the reason CIT developed its original Certificate IV in Tertiary Education and Training.

It is difficult to make judgments about the quality of such programs, since perceptions of quality are often inextricably bound up with such factors as the degree to which they are supported locally in terms of such aspects as time, access to technology and opportunities for discussion and application in the workplace. The VITAL case study reported the views of two teachers who participated in that program. Their views were very different and were a reflection of their perceptions of the facilitator, the program delivery mix and the quality of the course content and presentation. State and nationally funded staff development initiatives, such as VITAL and Teaching and Learning, are usually seen in a positive light by those responsible for staff development. Such projects produce resources that are beyond the scope and capacity of individual providers to develop and trial. They make possible staff development of a similar quality available across a system (for example, Teaching and Learning) or the whole VET sector (for example, Framing the Future and Learnscope) and are potentially very valuable to smaller providers with limited resources. The same can be claimed for courses such as the CSU VET program. Here the case study reveals the importance of formative evaluation in the ongoing improvement of the quality of course materials.

Staff development programs of quality and rigour which articulate with more extensive accredited programs are viewed positively by staff. VITAL and Teaching and Learning share this feature. The Certificate IV in Assessment and Workplace Training, to which they both articulate, provides credit into many university teacher education courses including the CSU VET program. Many staff seem to value both activities which are relevant to their day-to-day operation and those which develop long-term skills and provide a broad framework in which to consider new developments. The former include assessment, flexible delivery, teaching and facilitation skills and recent developments in their field. Both types of staff development were noted in the studies of CIT and CSU. For example, a TAFE teacher and CSU VET student, made this comment about a meeting at his institute:

> *I went to a meeting about Training Packages back in early '99 and I found myself sitting with a load of full-time teachers. They were bamboozled, and I understood it.*

From his university course he had developed a broad framework of understanding about the VET sector and changes in the training market such as competency-based training, workplace assessment, user choice, flexible delivery and training packages.

The VITAL case study also considers the issue of instructional design and the match of the approaches used with the target audience. However, staff differ significantly in terms of what is perceived as constituting quality in terms of learning processes. Nevertheless, some clear indications of what are viewed by VET staff as quality learning processes are found in a range of case studies. For example, the key Learnscope processes were seen to represent good practice by those who volunteered to join in local projects. The work-based learning approaches included such strategies as:

> *... action learning, mentoring, seminars, focus groups, problem-based learning, reflection, critical and/or strategic questioning ... [in combination with] ... the most critical element ... the application of newly acquired skills or understandings.*

Features which contribute to good practice in terms of the quality of the content of staff development included:

- work-based learning
- courses to meet specific needs and concerns of particular target groups

- a range of staff development offerings to address variety of personal, professional and organisational needs
- the use of well tested and accessible learning resources
- time for input, application and practice
- programs are articulated with further opportunities for study and development
- a proactive orientation

Appropriate support in the workplace

Staff voiced the need for others to help them as they worked through changes in what they are expected to do and to enable them to develop sufficient skills and knowledge to perform at a level that provides satisfaction. Such changes are not only necessary in response to policy changes in the VET sector but also when moving from one provider to another or when taking on new teaching or administrative responsibilities. These changes can be of particular significance to sessional and contract staff. Change is a slow process and any rewards are not immediately obvious. This journey of change is one in which teachers/trainers may initially feel less competent in their work, take longer to accomplish tasks and wonder if such changes are worthwhile. For some staff such changes were mainly undertaken in order to meet the organisation's need for compliance. For others, who were convinced that the change was worthwhile in itself, commitment seemed more important than compliance.

Support in this context refers to concrete ways of assisting staff to work through issues and concerns, change the way they do things, change the way they think about what they do, acquire new knowledge and develop new skills. The issues in which staff may need support can be short to long-term. The former include working with a group of reluctant learners, and the latter, planning one's career. The support needs of individuals can be relatively minor, such as a colleague offering help with using a new piece of software, to quite major involving help by a mentor over an extended period.

The Teaching and Learning case study concluded that:

> *Facilitators and mentors play a key role in ensuring those new lecturers experience supportive, encouraging learning environments that foster the development of active, confident learners. In essence, these staff are acting as role models for beginning lecturers and are actively promoting the essential features of the TAFE learning environment which the organisation believes are key identifiers of the 'TAFE' brand and are therefore central to the work of all TAFE lecturers.*

The Learnscope project provides a model of staff development in which a partnership between the Project Management Team provided the necessary support for local initiatives. The support took the form of jointly devising an action plan and providing ongoing advice as VET staff worked through that plan. At the local level those in learning teams were supported in their journey of change in many ways: time was made available for team members to acquire and develop the necessary IT skills, to become more favourably disposed to the use of the related technology and to produce a tangible product. The project acknowledged that staff need appropriate support if they are to be enabled to make significant changes.

The translation of new ideas into effective practice is a difficult task for most people, in particular, there is a need to recognise the complexities inherent in challenging and transforming prevailing practices and beliefs to take account of the interpersonal sensitivities involved.

The following are indicators of good practice in the provision of support in staff development programs. Where the practice was only in evidence at one site or was highlighted at a particular site or program then that case study is cited. The indicators of appropriate support are organised under three headings.

- individual support
  - mentoring
  - coaching
  - timely and constructive feedback
  - help lines
  - peer support
  - supervisor sits in (Martin)
  - monthly supervisor review session (Martin)
  - work-based learning
- group support
  - specialised support staff and/or centre
  - extensive induction program (Teaching and Learning)
  - teams
  - professional networking (CIT)
  - staff meetings with professional sharing component (Martin)
  - action learning sets
  - discussion and staff sharing
  - special interest groups/learning communities
  - work teams of experienced and new staff
  - study groups (CSU)
  - staff collaboration
- institutional support
  - innovation support schemes
  - negotiated conditions
  - emphasis on understanding and commitment rather than compliance
  - affirmation/recognition of what has been achieved
  - on-line support
  - career planning (Bartters)
  - advisory/consultative/reference groups

Overcoming barriers to participation

If staff development programs are to be effective, then those who will benefit must be in a position to participate. Earlier in this section, five major barriers to participation were identified and described. These barriers were:

- timing and time
- skills and preferences
- communication
- workplace culture
- cost

Good practice in staff development assumes those involved in managing the program being proactive in terms of anticipating and overcoming these barriers by establishing appropriate strategies. Through the analysis of the individual case studies, it is possible to identify how providers have met particular challenges. Some of these challenges and possible solutions are summarised in figure 17.

The five barriers listed above could provide a useful framework in any evaluation of staff development. It was noteworthy that providers which did conduct some form of systematic evaluation of staff development did so in a restricted manner which excluded many of the issues outlined in this section. In the past, the terms 'staff development' and 'professional development' have been almost interchangeable terms. However, the case studies show that the wider concept of professional development, which takes into consideration the staff member as a person whose wellbeing and general development also have an influence on their motivation and can affect morale within an organisation, is now seen as less important. The case studies confirm that there has been a shift towards the narrower orientation of staff development in which the needs of the provider are paramount.

Figure 17: Summary of some problems and possible solutions in staff development

Problem	Possible solution
Staff find it difficult to attend staff development activities in teaching weeks	Designate set periods for staff development activities outside teaching weeks
Cost is a barrier to participation in staff development	Make low-cost alternatives available e.g. print-based courses with on-line support
Not all staff are aware of available staff development activities	Publish a staff development booklet which describes all avenues for staff development
Staff do not attend staff development activities where sole purpose is to meet compliance requirements	Such staff development activities are redesigned to also include an understanding of and commitment to the changes needed in order to comply
Participation in staff development of longer duration by part-time and sessional staff is low	Present a series of shorter staff development units which contribute to the achievement of an accredited award
Staff have preferences for particular kinds of staff development activities so do not go	Deliver key courses in a variety of ways and, in others, incorporate a range of modes
Staff claim that the staff development program does not address their specific needs	Arrange such means as supported independent learning, individual tutorials or coaching to meet these needs

Towards a good practice model

The VET sector is diverse and providers of training differ in their vision, mission, systems, policies, procedures and practices. For this reason it is not feasible to develop a single prescriptive model of best practice which fits all situations. The model needed for workplace trainers at shop-floor level in a single product enterprise may differ markedly from that required in a large, multi-campus TAFE institute. Nevertheless, it is possible to generate a process framework that incorporates the critical success factors identified across the case studies. These factors are set in an organisational context in which it is assumed that decisions made about the vision and mission define the purpose of staff development and that this purpose is reflected in the structure, policies and procedures and budget designed to support that function.

From the analysis of data in this study, a process framework for good practice is one in which:

- key stakeholders (for example, teachers, trainers, staff developers and managers) have input into the process of analysing and defining staff development needs
- the responsibility for meeting those needs is seen as a joint responsibility of the organisation and its staff
- the organisation and its staff negotiate the ways in which the staff development program can best meet the agreed needs within the constraints of staff time and budget, not just for permanent staff but also contract and sessional
- there are diverse ways of addressing and supporting individual staff development needs
- staff development activities are monitored for quality of material, relevance, delivery and support
- program outcomes are evaluated beyond the level of participant satisfaction
- procedures are put in place to maintain and enhance the outcomes of staff development programs so that they do not disappear over time

It is worthwhile noting that this framework is consistent with aspects of the new paradigm for teacher professional development. Stein, Smith and Silver (1999) have identified the key features associated with this change in direction for the development of professional staff in the workplace.

Summary

This section has identified barriers to developing good practice models for VET teachers and trainers and critical success factors and a process framework for good practice in staff development for VET teachers and trainers.

The degree to which permanent, contract and casual/sessional staff had access to, and participated in staff development was found to differ greatly. Providers generally favour permanent staff in terms of their support for staff development.

Currently there are substantial barriers to participation in staff development for both permanent and non-permanent staff. Such barriers must be overcome if staff development is to have the intended impact on understanding, commitment and performance. The case studies have also demonstrated significant differences in staff development needs of teachers and trainers both within and between training providers.

From the analysis of the data from this study, a process-oriented framework for staff development was developed. This framework is designed as a guide to the achievement of good practice in staff development. It is important that the implementation of such a model of good practice does not lead to uniform practice. This is particularly critical in the VET sector where the training environment is changing rapidly in response to new technology and globalisation.

The use of this process-based framework is intended to guide the creation of a variety of programs in response to a diversity of needs. Such a diversity of responses provides an appropriate basis for successful evolution of vocational education and training within the changing environment and should help ensure the sustainability of industries served by the VET sector. Future best practice models will need to be identified from within this diverse practice.

7 Conclusions and recommendations

Introduction

This section brings together the results of the analyses of the multiple data sources associated with this study to enable significant trends to be identified. These trends serve as organisers for the project conclusions.

This research was conducted so that the prime concerns of the VET sector at the time are captured. The researchers believe that it is necessary to acknowledge such concerns as they may help readers of this report to understand the broad context in which the findings are located.

The various informants made frequent reference to three interrelated concerns. The concerns had as their focus: funding, sectoral change and competition. These three concerns were expressed both in the content of staff development programs and the priority given to activities in these areas.

Many of the changes in arrangements for staff development were primarily responses to reduced funding. The content of staff development programs tended to be dominated by issues related to change. Providers were first and foremost concerned with needs associated with the standards and regulatory procedures to meet training reform requirements. Increased competition seems to have resulted in changes in the way providers go about staffing, delivering and marketing training programs. Such changes create the need for staff development.

Trends

During the course of this project a number of interrelated trends were noted as emerging or as already evident and becoming stronger. These trends are related to the concerns identified above. The three key trends are:

- a shift in the balance of staff development activities away from individual to corporate concerns
- greater differentiation in the roles of teachers and trainers
- an increasing diversity in the ways staff development needs are addressed

These trends provide the structure for reporting the conclusions of this study in the components that follow, and aid in the synthesis of findings from the diversity of data sources.

Trend 1

A shift in the balance of staff development activities away from individual to corporate concerns.

In the course of this project, managers in particular, indicated a range of purposes for staff development. These included:

- compliance-related activities which were designed both to inform staff about changes and to let them know what was expected of them. Such activities frequently involve the delegation of accountability to both individual providers and individual teachers—'you have been told'

- improving the quality in VET provision by focussing on quality in teaching; this indicated that managers were concerned that teachers were teaching what they were supposed to be teaching and doing it well
- commercial/competitive issues associated with maintaining position in the marketplace and doing it well in a cost-efficient way
- addressing the organisational needs of the provider at local level
- meeting the needs of individuals, for example, for professional skills acquisition or upgrade (formal/informal) and for career development

The study confirmed that, while many different purposes for staff development are acknowledged, there are really two main drivers of staff development in vocational education and training. They are:

- the needs of post-secondary VET providers in both public and private sectors
- the demands of people to address their individual needs, such as career advancement, and capacity to do their current job better and thus gain an appropriate level of work satisfaction

There always exists a tension between these two drivers in any organisation, the tension being reflected in resourcing levels and provider rhetoric (for example, claims to be a learning organisation) and changes in employment modes (increasing use of casual staff who are expected to provide their own staff development or come already equipped).

It is important to recognise that VET providers must address their own organisational needs if they are to succeed. This can be achieved through such aspects of staff development programs as induction, annual conferences and other meetings. In considering provider needs, it is necessary to take account of award entitlements and systemic expenditure targets (for example, two per cent in Queensland TAFE).

VET providers thus need to:

- meet their own organisational/administrative process requirements
- maintain or improve the quality of service they offer
- comply with the requirements of various external agencies, for example, State/Territory training authorities, registration and accreditation requirements, quality assurance, access and equity policies, and national initiatives related to the National Training Framework

The various research components of this study describe some of the tensions existing between priorities for meeting corporate or staff needs within the VET sector. Nowhere is this more apparent than in the results of the Delphi survey. There, key stakeholders, who were predominantly managers and policy workers/implementers, identified current key challenges for staff development almost entirely in terms of compliance with the immediate agendas of various external agencies to whom the providers are accountable (in terms of regulatory procedures and/or resourcing). The needs of the individual were not seen as significant and were very much second order. The implication was that students would be best served by organisations achieving a high order of compliance in nominated areas.

On the other hand, when asked to identify staff development challenges five to seven years ahead, areas related to the development of individual expertise as a teacher or trainer came to the fore. There would appear to be a realisation that quality VET delivery will require individual expertise of a high order. Nevertheless, current resourcing is primarily directed to compliance. Given that it appears highly unlikely that the need to meet compliance requirements will diminish, this view may represent little more than a wistful reflection of the liberal humanist ideals of the past.

Trend 2

Greater differentiation in the roles of teachers and trainers.

The results of the Delphi surveys and some of the case studies suggest that the roles of teachers and trainers will become more differentiated, with some being highly trained as teachers and curriculum developers and others with less qualifications working within carefully prescribed guidelines under tight supervision or in collaboration with others. Teachers will need to be appropriately skilled in order that their practice reflects the changes that result from the new sectoral requirements emerging from this increasingly differentiated workforce in VET. For some trainers, the focus of their contribution to VET delivery will be very narrow. Some may be employed almost solely for their technical currency and have minimal training in instructional techniques. The Martin College case study, in particular, provides an example of such differentiation. In some providers, it is likely that a group of people with different knowledge and skills may make up a working team.

The main drivers of this emerging (and in some cases, well-established) approach to VET delivery are funding, the need to be competitive in terms of cost of delivery and the need to be able to quickly replace and recruit staff with up-to-date technical skills without a major salary cost being incurred. This seems to imply 'disposable' human resources who can only be recycled if they equip themselves.

The success of this approach depends upon team leaders and/or those in the teacher role acquiring, developing and maintaining new teaching/delivery skills while, at the same time, updating their understanding of the 'reformed' VET system and the changes taking place in their industry area. Teachers need therefore to go beyond compliance and be reflective, reflexive, sceptical (not cynical) and look towards new ways of working and marketing VET and themselves. It is highly likely that the level to which such outcomes are achieved will determine the quality of VET provision in the future.

The implications of this differentiated approach are significant. For many, it will mean that career paths will be varied and possibly non-existent in any one organisation. Entry-level requirements will vary according to the level of the position being filled. This trend is most obvious in industry sectors where there is rapid technological change and 'buying-in' of skills is seen as the most cost-effective way of gaining the needed expertise in the required timeframe. This could result in a loss of morale and loyalty within the organisation. A strongly differentiated workforce implies that staff development requirements will also vary. Those with higher responsibilities are most likely to have greater access to staff development opportunities. Those who deliver prepared material are likely to have lesser opportunities for staff development and these opportunities will be narrowly defined. In many cases, it seems likely that little staff development beyond the Certificate IV in Assessment and Workplace Training will be made available by providers. There are signs that many contract and part-time practitioners are upgrading their qualifications in order to seek permanency at a time when such opportunities are becoming less common.

In the current situation, staff development has often come to be associated with information downloading. This is a reflection of the compliance/time pressures on the VET sector in a culture of 'top down' change. This environment increases the tension between the compliance needs of systems/organisations and the needs of the individual as a professional, and also highlights the uncertainty and lack of agreement over what is legitimate staff development. This in turn raises the question of what constitutes a VET professional at a time when the teaching role is being broken down into professionals and paraprofessionals. For example, the introduction of national training packages (and the concern over these expressed by many respondents to the surveys in this project) requires a broad understanding of the relevant industry sector, curriculum/instructional design expertise, teaching and assessment skills and workplace delivery skills. The minimum educational requirement of a Certificate IV in Assessment and Workplace Training equips individuals only to deliver training in a paraprofessional role which implies their need for the support of curriculum guides/resources prepared by others. Staff development needs will therefore need to (separately?) address both the needs and concerns of both paraprofessionals and professionals.

Trend 3

An increasing diversity in the ways staff development needs are addressed.

At the time of data collection for this project, there was considerable evidence of an increasing diversity in the ways staff development needs are addressed. These responses are prompted by:

- a perceived need for a stronger strategic link between organisational goals and staff development (for example, resourcing only those staff development proposals which address goals set by the provider)
- a perceived need for greater staff commitment (for example, through individual input into developing a staff development plan related to an individual's performance/ career aspirations)
- a growing recognition that similar staff development needs can be met in a range of ways, each of which may differ in their appeal to particular stakeholders (for example, by access to a range of programs made possible through the creative use of new forms of delivery)
- the need for timeliness (for example, too late, no point; too early, not seen as relevant), and the capacity to recognise 'just in time' is different for different roles in the organisation (for example, just in time for managers is not just in time for teachers)
- the desire to target strategically the 'right' staff development program for the 'right' group (for example, to be clear on desired outcomes) and avoid the 'one size fits all' approach where much of the activity may not be relevant for many
- the need for a high degree of satisfaction with and participation in staff development programs (for example, to include components that address and acknowledge individual, personal and social concerns)
- the necessity to make good use of time in a busy system (for example, an indicator of effective staff development is that participants feel that it was worth the time they spent);
- the need to reduce the cost of staff development
- an awareness that staff development must be conducted within a 'good practice' framework, within which staff development activities must seek to:
    - model the processes being advocated
    - provide or use quality resources
    - give opportunity for practice/feedback/work-based learning/ongoing support
    - facilitate collaboration/discussion
    - provide for engagement over time
    - promote self direction, commitment and development

At present it seems that individual providers and systems are struggling to address the above concerns using a variety of approaches, some of which are *ad hoc* and reactive. The situation is clouded by a lack of suitable evaluation of staff development programs and their impact. However, there was evidence that providers were not only seeking to reduce the cost of supporting staff development but were pursuing new and effective ways of assisting staff to meet individual and group needs. A diversity of cost-effective ways for supporting staff was a particular feature of some case studies.

Summary and implications

The purpose of this component of the report is to summarise the main findings of the project and to draw out some of the implications which will be reflected in the subsequent recommendations.

Staff development provisions appear to be inadequate for meeting demands at the present time. This is especially true for non-permanent staff who deliver the majority of training programs in many training providers. Questionnaire data indicated that many staff had not completed any staff development related to current National Training Framework issues and artefacts such as training packages, User choice, New Apprenticeships and competency-based assessment despite the emphasis on the need for compliance. These data were supported by the Delphi survey in which managers/policy-makers suggested that more than half of the current teachers and trainers in the VET sector did not possess the necessary attributes, skills and knowledge needed to face the challenges of the next five to seven years. Teachers who responded to the same questions indicated only a slightly smaller proportion without such expertise. Unless such inadequacies are addressed, the quality of VET provision is likely to suffer.

There needs to be an appropriate mechanism for establishing a balance between the various categories of staff development discussed earlier, so that staff development planning and delivery is not dominated by the needs of managers or by the interests of individuals or groups of staff. A well-considered strategy is required at all levels (State/Territory, provider and staff). This strategy needs to be accompanied by a realisation that there is an expectation of a high level of contribution (in terms of resourcing and time) from individuals towards their own training and development. Increasingly, there is a demand for low-cost information and training to be available to individuals through a variety of means, for example, on-line. Unless this is provided, the VET sector may not be able to maximise the contributions required from its increasingly non-permanent workforce.

Further, the strategy should take into account the ageing 'professional' sector of the VET workforce and establish mechanisms, including preparing appropriate staff development solutions to address this issue. While older professionals appear to be very active in terms of staff development, they will soon move on or retire. Their loss will be severely felt since new staff in the sector have tended to be non-permanent and have had less access to staff development. This loss of expertise will severely affect the quality of VET provision. Staff development is therefore a critical component of succession planning given the increased prominence of professionals in 'disaggregated' delivery models that appear to be emerging or have already emerged.

The effectiveness of staff development is problematic at a time when resources are stretched by the demands to meet compliance needs as well as meeting technical currency needs. Staff development is also a critical element in coping with change and maintaining quality and self-respect as an individual professional. Here, guidance is required to individuals about organisational needs, so that if individuals undertake to devote their own resources to their own staff development, it will be seen as valuable by others. For this reason, there is need for detailed consultation and staff development planning by organisations. However, there is very little evidence of such planning. This, in part, reflects the reactive style of responses to changes in the VET sector. Unless this situation changes, VET providers will continue to struggle with change management.

Staff development should also be considered by national and State/Territory policy-makers as an integral part of their planning. For, while staff development may be a provider responsibility, it is not a provider responsibility to anticipate the planning intentions of the Australian National Training Authority and/or the State/Territory training authorities. Nor is it their responsibility to identify the implications.

In this project, it soon became clear that managers were concerned with staff development, not professional development, and that the latter had increasingly become the responsibility of the employee. In terms of staff development, employees have been expected to do more at their own cost and in their own time. The trend is much more evident in the case of those employed as paraprofessionals/non-permanent.

In recent years, there appears to have been greater opportunities for non-permanent staff to acquire an accredited qualification such as a Certificate IV in Assessment and Workplace Training. However, during the same period there has been some relaxation of the minimum teaching qualifications for teachers and trainers in the sector as a whole. Public providers in some States no longer require a teaching diploma or degree for permanent staff. These providers also report that workplace trainer courses do not address their particular needs for developing skills in teaching off-the-job with larger groups in institutional settings. This finding indicates a need for a review of basic teacher training options.

A range of significant barriers to participation in staff development was identified. They included time, access, lack of funding, lack of information about availability of staff development and cost. Until such barriers are systematically addressed, the potential contribution of staff development to improving the quality of VET provision is unlikely to be realised.

Employment mode interacted with all of the above barriers, with permanent staff being most advantaged and casual/sessional staff the most disadvantaged. The barriers are especially critical for training providers in regional and remote locations. All of these barriers are identified in the literature, yet little is being done to address them. A significant barrier appears to be the view that staff development is a 'bolt-on' activity—part of a communication strategy rather than an integral component of the strategic responsibilities of organisations.

Another significant barrier is a workplace culture that diminishes the value and importance of staff development. The preference of many permanent staff for face-to-face staff development activities (for example, workshops and conferences), rather than more cost-effective alternatives, often reduces the funds available to other staff. This is critical at a time in which the minimum qualifications expected of VET teachers and trainers appears to be lessening.

In summary, while many examples of excellent staff development practice were revealed during the course of this study, there was also evidence of the need to improve the quality of and participation rate in staff development programs. The project identified the critical success factors in staff development used to generate a process-oriented model of good practice.

The role of staff development is changing in the VET sector. This study has revealed differences in staff development policies and practices between public and private providers. It has also shown that there is differential access to staff development opportunities according to employment mode. And it has concluded that staff development is becoming increasingly an individual rather than a corporate responsibility. In the current VET climate in Australia, and perhaps in other countries too, many have argued that teachers are becoming deprofessionalised. This view can perhaps be seen most clearly in a comparison of the role of VET teachers today with that of some years ago (Harris 1999). The 1970s in Australia were growth years in building TAFE teacher education programs and staff within universities. It was a time when TAFE teachers pressed for parity with their primary and secondary teacher counterparts, and part of the process of achieving such parity was perceived to be teacher training in three-year higher education qualifications of equivalent length and quality. That decade was also the golden time of TAFE following the highly influential Kangan Report (ACOTAFE 1974), which established TAFE as a distinct educational sector and established a broader educational and social role based on the principles of access, equity, primacy of the individual learner and the need for continuing vocational education.

In the 1970s and 1980s, the role of the TAFE teacher was one encompassing a high degree of classroom teaching and curriculum development, together with industry liaison. The context in which this knowledge and skill was to be demonstrated was relatively more stable than it is today. The 1990s changed this situation markedly. Tight economic conditions, government policies and a changing labour market have all changed the role of the VET teacher dramatically.

It is in this very shift that the VET teacher may be seen as becoming de-professionalised (Waterhouse & Sefton 1997), even 'McDonaldised' (Hyland 1998). The knowledge and skills of the broad-based teacher are being supplanted by a 'middle-person' role of, on the one hand, interpreting written competencies developed by non-educational 'others', and on the other, checking performance against these competencies.

Simultaneously, the VET teachers have been living through a decade of downsizing, retrenchment and 'packaging'. Increasing casualisation of the workforce has meant that their role is often now one that includes the management of other, less experienced entrants into VET institutions—supervising, checking, administering, liaising and so on, as distinct from actually doing the work of teaching and curriculum creation. In addition, the ageing of this more long-serving workforce in many cases may mean that they are the least inclined to adjust to rapid change. With the emergence of new discipline areas—especially those based on new technologies and non-standard forms of work—the VET teacher may often feel out-of-date, out-of-step and no longer valued. All of this contributes to the *perceived de-professionalisation* of the VET workforce. However, what may be in evidence, in fact, is rather the *re-professionalisation* of the VET workforce.

VET teachers and trainers have three choices—to get out, to stay and do the minimum or nothing, or to adapt to their new environment. Staff development does have a role in the second of these alternatives, in that it can help survival at the same things (for example, teaching techniques, package development) or bring about minor changes (for example, 'awareness' of policy shifts). However, it is in the third of the above alternatives that staff development has the most significant role to play, through assisting in the re-professionalisation of VET teachers and trainers. Evidence in this report indicates that a significant quantum of staff development is occurring, and in certain areas. Some of this activity could be classified as relevant to the second alternative above. But there is also other activity that is integral to the third alternative: there are evidently many who are 're-inventing' themselves, provided self-motivation and an open mind are present and provided adequate staff development resources are available. Much of their work has now permeated the solid walls of their institutions, and has shifted in character, timing and function as a consequence.

This study has pointed to an emerging model of a differentiated VET workforce that comprises a smaller core of permanent practitioners alongside a growing 'peripheral' group of contract and casual staff with varying degrees of attachment to the VET sector. Alongside the changing profile of the VET workforce, the role of the VET professional is also undergoing considerable rethinking. Certainly there is evidence now of an awakening interest among policy-makers and researchers in the 'new VET professional'. Exploration of the exact nature of these new professionals, and the forces shaping their work and culture, remains the task of the further research just beginning.

Recommendations

The following recommendations and suggestions for further research emerge from the findings of this study. They are framed within the following set of propositions relating to staff development provision formed from the research data:

- Staff development needs to take a balanced approach which recognises the legitimate demand of compliance, the organisational needs of the provider, and the professional and personal needs of teachers and trainers.

- Staff development planning needs to take into account the increasingly differentiated nature of the workforce, with special attention paid to the relative participation rates of staff in different modes of employment.
- Staff development delivery is a complex, multi-layered task and needs to be appropriately planned, implemented and critically evaluated against intended outcomes.
- Staff development needs to be made available in a greater diversity of ways, taking into account input from target groups in both planning and delivery and considering findings on effective staff development.
- VET teachers and trainers need to be aware of the increasing expectation that they will take greater responsibility for their own technical currency, pedagogical expertise and the need to be informed and articulate with regard to contemporary developments in the VET sector.

This study has concluded, particularly from the survey of key VET stakeholders, that there are significant gaps in current staff development provision between what is perceived to be required and present levels of expertise of teachers and trainers. Accordingly, if staff development is to contribute significantly to an increase in the quality of VET provision, it is recommended that:

1 the Australian National Training Authority, State/Territory Training Authorities and VET providers expand the provision for staff development to assist teachers and trainers to meet the future challenges identified in this study.

Teachers and trainers need to have access to on-line information and training which is available at the national and State/Territory level. Such provision may also assist all staff, but especially casual/sessional and contract staff, to acquire essential information about systems, compliance, to plan their own career development and to build their capacity for sustained employment (through accessing systemic goals and information on directions, needs and so on). Accordingly, it is recommended that:

2 the Australian National Training Authority establish mechanisms to ensure that access to staff development is not solely dependent on affiliation with a particular VET provider.

The research identified five broad categories of staff development which respondents viewed as necessary/critical to meeting the challenges of the VET sector. It also revealed that there was no apparent strategic link between major national and State/Territory policy initiatives and organisational/individual staff development needs. Accordingly, it is recommended that:

3 national and State/Territory policy-makers ensure that all future policy changes in the VET sector be accompanied by a staff development impact statement which explicitly addresses the change process and the human resource and staff development consequences.

The profile of VET teachers and trainers that emerges from this research suggests an ageing professional/permanent staff profile and the significance of this group in the emerging differentiated teacher/trainer delivery model highlights the need for preparing replacements. Thus, it is recommended that:

4 policy-makers and providers make provisions to prepare paraprofessionals to upgrade and/or to train and induct recruits to take their place, including investigation of cadetships/traineeships and linkages with relevant programs offered in universities, TAFE institutes and other providers of staff development.

There have been many recent changes to the requirements for entry to the VET teaching/training workforce, as well as increasing doubts reported about the relevance of workplace trainer courses in addressing particular needs. In the light of the study's finding about future challenges and the preparedness of VET teachers/trainers to meet them, it is recommended that:

5a the Australian National Training Authority undertake an overall review of the basic programs which qualify VET teachers and trainers.

Given that the Certificate IV has become the *de facto* entry qualification for employment in the VET sector, an appropriate pathway to further study should be provided if the challenges which this project has identified are to be addressed. It is recommended that:

5b a working party, including representatives from TAFE, ACPET (Australian Council for Private Education and Training), unions and universities, be established to design a Diploma of Vocational Education and Training for teachers and trainers holding a Certificate IV in Assessment and Workplace Training. The design of this diploma might be guided by the findings of the 'good practice' section of this report and should articulate with tertiary courses in the same field of study.

There is currently no national database of managers, teachers and trainers in the VET sector. On the assumption that these personnel are integral to the quality of VET provision, and that it is therefore paramount to know who these people are and the changes occurring to this segment of the workforce over time, it is recommended that:

6 the Australian National Training Authority, through the National Centre for Vocational Education Research, require the collection of, and facilitate ready access to, national data on the VET workforce of managers, teachers and trainers.

There is relatively little known about the quality and relevance of staff development activities, and the evidence indicates that the monitoring that does occur is *ad hoc* and reactive. Accordingly, it is recommended that:

7 all VET providers more stringently evaluate their staff development programs, including the extent to which such programs meet the immediate and future needs and goals of stakeholders.

Finally, the detailed analysis of case studies in this research resulted in the formation of a process-oriented framework for good practice in staff development provision. It includes a distillation of five barriers and seven critical success factors. The final recommendation from this study, therefore, is that:

8 all providers of staff development carefully consider the use of the good practice models and critical success factors identified in this study as benchmarks for developing their strategic staff development plans.

In future research into VET staff development, further investigation into the availability of cross-sectoral employment opportunities is justified in terms of the differentiated delivery/employment model that has begun to be identified and is portrayed in this study. For example, closer examination of that component (one-fifth in this study) of the VET teaching/training workforce that works under multiple employers—the 'portfolio workers'—would be a fruitful endeavour. Further research is also needed into emerging employment patterns and shifting forms of employment contract within the VET sector, and the impact of these on notions of 'precarious work' and the satisfaction of practitioners, students and other stakeholders—in short, on the quality of VET provision.

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Appendices

A Literature review

B Overview of current provision of staff development for VET teachers/trainers

Appendices C–F can be found on the World Wide Web at www.ncver.edu.au/research/proj/nr8018a.pdf

Literature review

Introduction

This research study focusses on the staff development requirements (both initial and continuing) of teachers and trainers in the vocational education and training (VET) sector. It is being undertaken in a context where a number of significant reforms continue to be made to the sector and at a time when the Australian workforce in general is undergoing considerable structural change. This literature review, therefore, commences with a 'big picture' perspective of the changing context of VET and related changes to the Australian workforce which are now becoming manifest within the sector. This context provides a backdrop for the second section of the review which examines the changing roles of the VET practitioner. This then leads to a consideration of approaches to staff development that have traditionally existed in the VET sector and their applicability to the current context.

The changing face of VET in Australia

Teachers and trainers employed in the VET sector have been subject to unparalleled change in the last ten years. These changes have been largely driven by three core beliefs (Hawke 1998):

- the system of VET which existed prior to the mid-1980s was not capable of delivering the type of training needed to create a flexible, skilled workforce which could give Australia a competitive advantage in an increasingly globalised economy
- the nature of the competence required by the workforce to drive Australia's economic development could best be developed in learning environments where real world activities could be undertaken
- ways needed to be found to increase the skills base of the Australian workforce, while ensuring that costs associated with achieving this goal were contained

The reforms which have taken place since the mid-to-late 1980s include:

- the introduction of a competency-based system of vocational education and training
- the development and redevelopment (by subsequent governments) of national frameworks for the registration of providers
- the development of a national system for the accreditation of courses which has recently been replaced with training packages
- moves to a more industry-led VET sector with a concomitant increase in provider responsiveness to client (industry) needs
- development of new systems of entry-level training (previously AVTS [Australian Vocational Training System], then MAATS [Modern Australian Apprenticeship and Traineeship System] and now *New Apprenticeships*)
- the development of an open training market including the introduction of private providers and subsequently the development of *user choice*
- strategies to enhance access to VET for groups which have historically been under-represented in the sector
- the introduction of new learning technology which has had implications for the delivery of courses
- the implementation of public sector reforms which have resulted in a range of responses including significant amalgamations and restructuring (OTFE 1998; Simons & Harris 1997)

VET teachers and trainers are now working in a system characterised by increasing competition between providers, calls for greater accountability and the need to develop co-operative and flexible responses to their clients. This environment has seen the number of private providers registered on the National Training Information Service database increase to over 3000 across all States and Territories. In addition, a number of enterprises are now involved in the delivery of VET across a range of industries. Teachers working in the public sector are increasingly involved in arrangements where their services are 'sold' to meet a variety of training needs in local industry and in overseas countries. These changes have resulted in a fundamental shift in the notion of a VET teacher. It is difficult to define their work in terms of the numbers of classes or the numbers of students with whom they may work over a given time period. In many instances teachers and trainers in VET are working part-time. The role of teacher or trainer is being filled by persons who have a range of qualifications (for example, specific trade, human resource development/management) and who are working under a variety of non-teaching awards and conditions (ACIRRT 1998, p.8).

The literature dating from the beginning of the reform process suggests that the management of change has presented considerable challenges for all involved. The pace and scope of change within the VET sector has been variable (Chant Link & Associates 1992; Brough 1993; Allen Consulting Group 1994). Significant difficulties have emerged in attempting to balance the needs of industry with those of individuals, while at the same time ensuring that a nationally consistent framework was established and maintained (CEDA 1995; Bright 1996). VET teachers and trainers have had to respond to microeconomic reforms which have significantly altered working conditions for teachers and resulted in a fundamental reappraisal of the functions and role of teachers and trainers within the sector (Holland 1992, 1994; Peoples 1995). The sector is now working in an environment where a business and service orientation competes with the more 'traditional' education focus of the sector (OTFE 1998). While there has been relatively strong support for reforms that show benefits for the learners, other aspects such as the open training market have had limited support (Lundberg 1996).

Employment trends in the VET sector

The ways in which many Australians are employed have changed significantly in the past ten years. The education industry, of which vocational education is a component, is subject to these changes. Of particular significance has been the increase in part-time and casual employment, increased outsourcing of labour functions by enterprises, growth in the number of self-employed people and decline in the numbers of people employed in the public sector.

'While there is no specific data collected from TAFE and other VET providers on the number of teachers and trainers employed in that sector' (NCVER 1998, p.317), recent data on employment in the education industry in general reveal some indicative trends which are of central importance to this study. In particular the data show that:

- just over 590 000 people are employed in the education industry
- nearly two-thirds of all these employees are women
- the industry is characterised by a fairly high level of part-time employment with approximately one-third of all positions being part-time (NCVER 1998, p.315)

The ABS labour force study (ABS 1997) showed that there were approximately 31 400 TAFE teachers and 'a further 57 500 extra systemic teachers and instructors' (NCVER 1998, p.317). Many in the latter group would be teachers and trainers in private training providers and persons employed as trainers in a wide variety of enterprises. The NCVER study notes that this estimate of TAFE teachers is probably not an accurate one since it would not include those instructors employed in TAFE on a casual or part-time basis and whose primary place of employment is in another industry (NCVER 1998, p.317).

In relation to the growth in employment within the education sector, the NCVER study comments that:

> *Of the 100 000 additional workers in the industry since 1987, about 82 000 were female ... just over one half of the jobs were part time ... part-time jobs in the industry (33% of all jobs) represent a*

> *higher proportion than applies … across the whole workforce (26%) … education has an older workforce … [It] could face aged based attrition problems over the next decade (p.321).*

Within the Australian workforce in general, and in VET specifically, these data suggest that the concept of permanent, full-time employment is no longer the usual form of employment for many workers. Curtain (1996) notes that there is a growth in what he terms 'non-standard' employment which is defined as:

> *… working arrangements that are a departure away from the 'traditional' concept of full-time, ongoing work with the same employer. It can refer to work that is casual or part-time and includes temporary, fixed term and irregular work and workers who are self-employed*

ABS data (ABS 1999) also reveal that much of this non-standard work is being undertaken by people who wish to work more hours. Across the Australian workforce in 1987, only 18.4% of part-time workers said they wanted to work more hours. By 1997, this figure had increased to 26.3%. It is likely that this trend would also apply across employees in the VET sector, particularly in light of the high rates of voluntary (and involuntary) redundancies within the public sector over the past five years.

Another important point is that these trends towards non-standard forms of employment do not appear to be merely aberrations that can be attributed to specific economic and social conditions unique to the past few years. Predictions by the Centre for Policy Studies at Monash University (1998) show that, for the period 1996–97 and 2004–05, there will be substantial growth in part-time employment; only limited growth in 'standard' forms of employment and relatively strong growth in jobs which involve over 45 hours per week. These predictions are supported by the work of Access Economics (1998).

A small-scale qualitative study undertaken in 1997 (Mathers 1997) examined the trends in employment for VET staff. Key issues to arise from this study relevant to this study include:

- TAFE institutes generally are increasingly becoming reliant on casual and contract staff. According to data from the 1996 Australian Committee on Vocational Education and Training Statistics, only 58% of teaching hours were provided by full-time staff.
- TAFE institutes provide a wide scope of education and training services when compared with other private providers (Fooks et al. 1997). They usually cater for more full-time students enrolled across a wide range of qualifications (from pre-entry/pre-vocational to advanced diploma courses). This also means that they are often required to provide a wide range of student services (for example, libraries, student support etc.). It is therefore reasonable to suppose that TAFE would require a greater complement of full-time teaching staff to resource this wider range of educational services.
- There is anecdotal evidence to suggest that TAFE teachers are increasingly becoming involved in the delivery of VET-related courses in schools. This has implications for the initial teaching qualifications that these teachers may need.
- Several State systems have experimented with or implemented 'assistant' teaching positions as one mechanism for providing a limited range of teaching tasks at a considerably reduced cost. These positions are usually part-time, offer a lower salary and require different levels of qualifications.
- Private training providers, in response to the emerging reforms, have also shown a preference for casual and contract employment as a key mechanism to facilitate quick responses to market conditions.

Research undertaken for the Office of Training and Further Education in Victoria further iterates some of these findings (Malley et al. 1999). The Victorian TAFE system is arguably the most decentralised of all the State systems and has moved further than any other State in embracing the competitive market mode of VET advocated in government policy (Malley et al. 1999, p.10). For these reasons it offers a valuable 'window' through which to view some of the impacts of policy on the VET teaching workforce at this point in time. This study found that the teaching workforce within Victorian TAFE institutes:

- was increasingly casualised with a growing number of contract and sessional staff alongside a decreasing number of staff in ongoing positions
- did not increase significantly in size over the period 1993–98 despite a 10% increase in total student contact hours, suggesting that the institutes are moving towards alternative forms of delivery that place less emphasis on face-to-face delivery in classrooms
- showed a slow decline in overall male employment
- included a larger proportion of females than males in part-time teaching positions
- showed a trend for more teachers moving into positions where their primary roles were those of 'knowledge manager and workers'
- showed growth only in specific fields such as business/administration, service/hospitality and community services (Malley et al. 1999, vol. ix, pp.30–1)

Employment trends in the VET sector point to an emerging model of a two-tiered workforce that comprises a smaller core of permanent VET practitioners alongside a growing 'peripheral' group of contract staff with varying degrees of attachment to the VET sector. This core group of VET staff is notable for the diverse backgrounds from which teachers and trainers are drawn. Many teachers and trainers could be employed under non-teaching awards and agreements (for example, trainers employed in industry skill centres are likely to be employed under relevant industry awards). More importantly, recent research from ACIRRT (1998) suggests that awards and contracts may, in the future, play a lesser role in determining the skill and knowledge requirements for teachers and trainers; rather, it will be mechanisms such as training packages (through the non-endorsed component relating to professional development) that will provide significant impetus to staff development directions and priorities.

Alongside the changing profile of the VET workforce, the role of teachers and trainers is also undergoing considerable rethinking.

Changing roles of VET teachers and trainers

Recognition of the changing role of VET teachers and trainers and their importance in the development of a quality VET system was noted as far back as the early 1970s. The major impetus for this began as a result of the Kangan report (ACOTAFE 1974). At that time there was evidence that staff development for TAFE teachers was being undertaken on a fairly *ad hoc* basis. Kangan (1974) asserted the importance of intensifying teacher development as a key to improving the overall quality of education in the TAFE system:

> *… it is obvious that unless teachers are equipped and motivated to implement the spirit of this report, the money in itself will achieve only bricks and mortar and more up-to-date equipment without improving the quality of education beyond a bare minimum*

The Kangan report resulted in a succession of reviews on the role of TAFE teachers (Tertiary Education Commission 1978; TAFE National Centre for Research and Development 1987) as well as a number of TAFE teacher education conferences. A national review of TAFE teacher preparation and development was undertaken in 1991 (Hall et al. 1991). This project focussed on the knowledge, skills and attributes required of beginning TAFE teachers. Preparing TAFE staff to meet the demands of training reform was further explored in the report *Staffing TAFE for the 21st century* (VEETAC Working Party on TAFE Staffing Issues 1992).

The development of the Workplace Trainer and Assessor competency standards (Competency Standards Body Assessor and Workplace Trainers 1994) represented a watershed in the training and development of VET teachers and trainers. Policy-makers and governments, as part of the implementation of training reform, recognised the importance of ensuring that learners should have access to, and support from, suitably qualified trainers. This was especially important for learners who were to undertake training with many of the private training providers being established at that time.

The development of competency standards was significant for a number of reasons. This was perhaps the first articulation of the role of *VET* teachers and trainers. TAFE teachers were subsumed into a much broader grouping of teachers and trainers who worked in a diverse range of settings. Secondly, it also made possible the disaggregation of the role of a VET teacher and trainer into a number of functions, all with their own separate developmental pathway. The most recent version of the standards (included in the Training Package for Assessment and Workplace Training [NAWTB 1999]) potentially allows for teachers and trainers to be trained to work as:

- assessors
- trainers of small groups (the equivalent to the former Workplace Trainer Category 1 qualification)
- deliverers of training
- deliverers and assessors of training
- managers of assessment and training

Research by Chappell and Melville (1995) focussed on the development of 'a professional competence profile' for use in developing programs of initial and continuing education for TAFE teachers in NSW that was in keeping with the demands of the developing VET sector. This profile highlighted three domains of practice:

- adult teaching and learning
- professional practice
- organisational development of vocational education and training programs

Lepani (1995) adopted a more futuristic view of the role of the TAFE teacher in her work for the NSW TAFE Staff Training and Development Division by developing a range of roles which captured the work of the 'VET practitioner in 2005'. These roles included:

- Specialist learning facilitator
- Market analyst and researcher
- Consultant to enterprises and industry groups
- Developer of strategic partnerships
- Researcher
- Designer of multimedia learning products and services
- Knowledge management strategist
- Business manager
- Communication strategist
- Career pathing strategist
- Assessment and accreditation specialist (Lepani cited in NSW TAFE 1999, p.23)

New enterprise standards for TAFE teachers in Victoria have also recently been developed. These enterprise standards built on and expanded the units of competence from the workplace trainer and assessor standards (VICAD 1998). It is interesting to note that the most recent work on defining teacher/trainer roles has focussed solely on TAFE teachers and represents the development of enterprise-specific approaches to defining the role of the VET practitioner. This emphasis has evolved over a period of time when considerable attention was being paid to implementing, reviewing and refining the initial competency standards for workplace trainers and assessors.

Training reforms have continued to precipitate significant change to the ways in which people think about the role of the workplace trainer more generally, and in particular, the role of the teacher employed in TAFE institutes. The workplace assessor and trainer competency standards have had a dramatic effect on the provision of staff development for teachers and trainers themselves (Mathers 1997). A number of major programs have been undertaken to ensure that all staff either complete courses in workplace training or undertake a recognition of prior learning (RPL) or recognition of current competencies (RCC) process to confirm their competence. In many areas, the courses arising from the standards have become the minimum qualification for teachers and trainers, thus supplanting to a considerable extent, previous requirements for undertaking tertiary studies.

There is also evidence to suggest that the functions of delivery and management of VET are increasingly being separated (Mathers 1997, p.72). The VET workforce is being constructed around the competence needed to perform the tasks of the organisation which could vary from classroom-based delivery of training programs through to supporting the delivery of qualifications in workplace environments or wholly through the use of flexible delivery modes. For those in predominantly management roles, traditional teacher training or development programs based on the assessment and workplace trainer competency standards may assume lesser importance. People filling management roles need a wider range of skills and knowledge aimed more at the systems level and dealing with issues such as the design and maintenance of training systems, managing innovation and change and the management, supervision and appraisal of staff. In many respects, what is occurring is a convergence between the previously separate fields of human resource development and education.

Changing models of staff development

Literature about the development of VET teachers and trainers uses a variety of terms to describe the process of initial preparation and ongoing development of teachers and trainers throughout their careers. The terms 'staff development' and 'professional development' are often used interchangeably. For the purposes of this review the term 'staff development' is used as a broad concept, encompassing two overlapping categories of activities:

- initial teacher/trainer development
- structured programs of training and development which continue over the career of the teacher/trainer

Staff development involves purposeful activities which are directly related to the work of the teacher/trainer. These activities can be negotiated and sponsored by an employer. Where staff development is supported by an employer, activities are often linked with enhancing work performance and, through the work of individuals, enhancing the overall performance of the organisation (OTFE 1997, p.5). It is important to note that staff development also includes initial teacher training. Within VET, there are less clear distinctions between initial training and continuing staff development. Some VET teachers undertaking initial teacher training may be quite experienced, having moved into teaching from industry (Smith et al. 1997, p.109). Currency of industry knowledge and skills is given high priority with teaching expertise being developed at least initially on the job and later through a program of study at a university or a recognition of prior learning process with a registered training organisation.

Prior to the reforms of the early 1990s, VET and TAFE were virtually synonymous. Each TAFE had a central staff development unit that offered a variety of courses. For many years, TAFE providers also offered internal basic teaching skills programs for permanent, contract and casual staff. Examples of these programs included the New Entry Lecturers' Methodology and Induction Course (NELMIC) and various 'train-the-trainer' programs. More recently, the Teaching and Learning package has been used within the TAFE system as part of the induction process for new staff and a means of up-skilling existing staff.

Universities have also played a significant role in the provision of professional development, particularly for TAFE staff. In the past, various universities have provided TAFE practitioners with initial teacher training. In some States attainment of various levels within a teaching diploma or bachelor's degree was clearly linked to progress through salary barriers in the awards for teachers. More recently, the relationship between TAFE and the universities has changed. In some States TAFE has severed links between studies at university and salary increments and no longer offers paid leave for study or assistance in meeting Higher Education Contribution Scheme (HECS) fees.

A further development in staff development occurred with the advent of the national workplace trainer and assessor competency standards. These have *de facto* become the minimum entry requirement for many teachers and trainers. There is now a wide range of training providers offering courses to meet these standards, and increasingly universities are taking, or have been asked to take account of these courses as part of articulation arrangements between the two sectors.

In response to the early VET sector training reforms, a number of staff development activities were developed at both State and federal levels. Examples of these programs included Implementing CBT, CBT in Action, AVTS Professional Development, National Transition Program, various National Staff Development Committee initiatives and more recently Framing the Future and LearnScope.

Despite these extensive efforts at staff development associated with the training reforms, teachers and trainers appear to have struggled to keep abreast of reforms that have had a significant impact on their work. The literature suggests there is a range of professional development needs of teachers and trainers that has not been met including those associated with working within a competency-based system, the interpretation of standards and issues relating to assessment (Choy et al. 1996; Cornford 1995, 1996; Roux-Salembien et al. 1996; Smith et al. 1997) and the open training market (Kell et al. 1998).

In addition to the more practical aspects of staff development, the literature suggests that strategies are needed to assist teachers and trainers to deal with the change to their role in an increasingly diverse and competitive market (Simons & Harris 1997). Effective staff development is a 'three-fold' activity. It needs to ensure that teachers and trainers are well equipped in their technical areas of expertise; that they have a solid foundation in facilitating learning in a wide range of settings and that they have opportunities to develop personally and professionally (Askins & Galloy 1992; Holliday 1995). This third element is vitally important in an environment where many in the VET sector are 'change weary' and the prospect of further change can very easily be viewed in a less than positive manner.

In contrast to earlier staff development initiatives that were fundamentally derived from a skills deficit notion and used 'train the trainer' models of delivery, more recent programs have used action learning, work-based learning and flexible delivery as core components. In effect, the provision of staff development appears to be moving away from models which favour the development of 'practical knowledge'; that is, knowledge generated as part of practice and which is bound by the situation in which it is generated (Hoban 1997, p.1). This trend is in keeping with broader initiatives promoting situated learning for many occupations. While this trend enjoys considerable support and has many benefits (for example, it encourages teachers/trainers to take responsibility for their own learning, it values ideas generated in the teachers'/trainers' own contexts and it is consistent with constructivist perspectives on learning), it does have some limitations. These include:

- limiting of learning to teachers'/trainers' own perspectives and existing practices to the potential exclusion of outsiders' perspectives which can often bring new insights,
- the potential for duplication which can sometimes be lessened in centralised approaches to staff development, especially those designed to promote practices considered to be worthy of replication
- promoting the achievement of practical outcomes (solving a problem) at the expense of deepening knowledge and thoughtful and critical reflection to bring about change and perhaps challenge the *status quo* (Hoban 1997, p.17).

In a recent evaluation of programs of staff development undertaken in the early-to-mid-1990s, Perkins (1997, pp.6–8) noted the following issues in regard to the management of staff development activities for VET teachers and trainers:

- Staff development is not used in a strategic manner to facilitate change as much as it could be.
- There have often been multiple programs offered which are invariably not linked in any way and involve duplication of effort for often high cost and low impact.
- Staff development is often viewed as a peripheral activity which takes teachers and trainers away from their 'core' tasks.
- There is often little or no support from managers/supervisors for staff development. This can serve to limit their impact within the organisation.
- There appears to be competing views as to whether staff development is a responsibility for the organisation or the individual.
- The federal system often militates against co-operation and results in a mismatch between efforts and planning at the differing levels.
- Staff selection for professional development activities was often not viewed as a strategic decision and relied more on happenstance or good luck. This often resulted in various groups (such as part-time staff, indigenous staff) missing opportunities.
- The evaluation of staff development activities was problematic. Often there was a lack of guidelines, an over-reliance on post-program evaluations to the exclusion of other approaches and a lack of linkages with the objectives of the program. Evaluation was driven by accountability for funding and wanting to 'prove' successful outcomes (and hence enhance the possibility of subsequent funding) rather than being open to admitting what did not go well and being prepared to learn from these mistakes.

Perkins also noted evaluations that showed the potential for action learning approaches to have greater impact on organisational change and participant development (Kelleher & Murray 1996). The research has also shown that staff development activities that were planned and integrated within a planning process aimed at achieving VET objectives were more effective in achieving long-term change. Frequently in the cases of successful organisational change 'people development' was not considered a separate activity. They often embraced a reconceptualisation of the nature of staff development such as that recommended by Hill and Sims (1997). They argue that the professional development needs of educators has to be about much more than skills and knowledge. It needs to embrace the development of educators at the professional, personal and general levels, thus providing educative experiences which are not restricted to specific current or future roles and cater for the reality that the nature of work is in a state of considerable change. Development needs to promote the ability of individuals to grow and change so that they are able to meet changing demands. Staff development thus becomes an entity that serves two functions: contributing to the broader human resource requirements of the organisation and meeting the individual development needs of teachers/trainers.

In the current work context within the VET sector, individual development needs are often more closely aligned with learning new and more effective ways of working or developing innovative practices rather than for promotion. Research undertaken in small and medium enterprises which are operating in an evolving market (characteristics which are analogous to many VET providers) shows that it is increasingly difficult to systematise training (Hendry et al. 1991). Staff development takes on an *ad hoc*, although not necessarily totally random, character. Learning is still highly structured by the nature of the workplace and the work undertaken in it. Recent research (Van der Krogt 1998; Poell et al. 1998) suggests that learning in the workplace can take on multiple forms (learning embedded in policies and formal learning programs, learning in groups, learning driven by external bodies such as professional associations, learning initiated by individual workers). All of these forms are valuable and together comprise the rich and varied network of learning that can be used to underpin and support workers in their various roles.

Recent research into the strategic use of staff development within a variety of VET organisations highlights various approaches to staff development that have emerged in response to the changing environment in which VET staff work. A study conducted by Harris and Simons in 1997 examined a number of case studies in which staff development had been successfully integrated into a change-management process. What emerged from this analysis were three key dimensions along which staff development activities could vary:

- Staff development can be an activity separate from the daily work activity or it can be integrated into the normal working life where it is part of the work undertaken by staff.
- Staff development can be perceived as an individual responsibility or one which rests with the collective (either the work group and/or the larger organisation).
- Staff development can be either tailored to specific needs and purpose or it can be generic, such as a general awareness raising about key changes in policy.

These dimensions give rise to a number of different approaches to the provision of staff development, each with their own set of advantages and disadvantages (see below). These can be used in any combination to support the learning of staff.

Type of staff development	Perceived advantages[1]	Perceived disadvantages
Just-as-planned Staff development is part of a well-managed program; can be specifically targeted to identified issues	Structured in advance Others can know what is happening Potential problems can be anticipated Costs can be anticipated Is more amenable to documentation and later accreditation if desired	May be ill-timed and therefore not strategic May not be relevant at the time it is provided Can be locked in too far in advance and therefore lose some if its impact May be inflexible May not be 'owned' by the staff if they have not been involved in the planning process
Just-in-case Staff development is undertaken in anticipation of changes/new initiatives	Change can be treated as 'the next step' in a process People are prepared in advance	May not be what is required, out of date when the changes arrive Staff changes may mean that the organisation does not reap the full rewards for its investment Can be inefficient
Just-in-time Staff development relies on mechanisms (such a networks) to provide learning opportunities as the need arises	Meets immediate need at the place and time required Can be very efficient Is flexible Learning can be individualised	Networks sometimes do not operate effectively to deliver learning in a timely manner Can be utilised disproportionately or monopolised by some
Just-for-me Staff development relies on the individual making decisions about the types of learning opportunities that they need	Stimulates initiative and self-responsibility Staff have freedom of choice to 'mix and match' activities to meet both individual and corporate goals Shifts some responsibility from management	May not be in tune with organisational needs There is the potential for overuse by some Co-ordination to ensure a strategic spread of knowledge and skill through the organisation can be a challenge

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[1] The advantages and disadvantages were derived from the case study data

The provision of staff development for VET teachers and trainers increasingly needs to be evaluated in the light of the growing casualisation of the workforce. Research undertaken for the Office of Training and Further Education in Victoria (1998) provides a valuable snapshot of how current employment trends have impacted on the extent and character of staff development for TAFE teachers in that State. On the basis of that survey, some of the key findings include:

- The TAFE sector in Victoria allocated 0.7% of gross salaries and wages to staff development in 1996.
- Different occupational groups had access to differing amounts of staff development. Management staff (who comprise only 6% of the total staff) received one-quarter of the staff development expenditure. Teachers received the least amount of staff development. Data collected from individual staff reveal that teachers were more likely to make a private investment in training and development (such as undertaking studies leading to a qualification) than any other employment category. Differences in private investment in training for teachers in various categories (part-time, casual and ongoing) were not substantial, but fewer casually employed teachers undertook private training for their role.
- Staff development was usually delivered using traditional modes of delivery (for example, workshops). There was some evidence to suggest that new delivery models encompassing action learning and flexible delivery were beginning to emerge.
- Responsibility for the decision to undertake staff development activities rested largely with the individual employee.

While this study is not able to be generalised across the TAFE sector in Victoria or beyond due to the sample size and return rates (OTFE 1998, p.38), it nonetheless provides indicative trends which illustrate potential linkages between modes of employment and participation in staff development, and responsibility for staff development to be devolved from central training units to the local area of work.

Conclusion

What constitutes teachers' and trainers' work and how it is valued have undergone a dramatic reconceptualisation as a result of the massive changes to the way in which VET is provided. The literature on staff development for the VET sector emphasises the increasing uncoupling of structured entry-level training for VET staff participating in full-time employment. In the recent past, initial training consisted of a mix of industry-specific skills and knowledge, training in a university and on-job experience, usually at a TAFE college. Now, while industry-specific expertise is still highly valued, the extent to which VET teachers and trainers require pedagogical skills has been seriously questioned. Alternative pathways to develop teachers' and trainers' skills have proliferated. The evidence of the impact of diverse approaches on the initial development of VET staff is yet to be exactly determined. The work of VET teachers and trainers has also increasingly been melded with other roles, such as those of human resource development, and the entrepreneurial work associated with tasks such as the marketing of courses both nationally and internationally. These changes impact on employers' perceptions of the types of staff development needed by their employees.

Finally, within the context of the rise in non-standard forms of employment within the sector, and in particular the increasing casualisation of the VET teaching workforce, finding solutions to how best to prepare oneself and maintain a high level of expertise (and so to maintain a secure foothold in employment within the sector) have increasingly been left to individual teachers and trainers with far less support from employers. The issue of the most appropriate forms of staff development to meet both work-related and personal development needs of staff has become problematic.

This study therefore aimed to grasp these problematic issues and explore them in the context of the rapidly changing VET context of the late 1990s.

Overview of current provision of staff development for VET teachers/trainers

Introduction

This appendix reports the outcomes of research contributing to the meeting of the third research objective, which focussed on the provision of staff development for teachers and trainers in vocational education and training (VET) providers.

A national survey of activities relating to the staff development of VET teachers and trainers was conducted to collect information about current provision. Among the providers who contribute to staff development activities particularly for VET teachers and trainers are: universities; public and private registered training organisations with a key role in VET provisions; the Australian National Training Authority (ANTA) and its subsidiary agencies and committees; State/Territory departments of education and training; State/Territory offices of public service; industry training advisory bodies; industry; and professional associations. There is naturally a considerable variation in the nature of activities provided by each provider listed above.

Also included in this analysis are the sources of support (mainly financial) for each category of staff development.

There is great demand on VET teachers and trainers to be at the forefront of vocational education and training. They are the foremost lifelong learners with key responsibilities to train other lifelong learners in pursuit of vocational goals. Teachers and trainers in this sector are required to continue developing a new repertoire of knowledge and skills to address ongoing reforms, increased competition, rapid changes in industry, and new strategies for delivery of VET. Their professional responsibilities place unprecedented demands for supportive staff development to be a priority and available on a continuum. Within the VET sector the term 'staff development' incorporates all types of activities leading to teachers' and trainers' development for purposes of performance enhancement. To mirror this broad usage of the term, 'staff development' in this study encompasses training and development, staff development and professional development. However, these form mainly the formal aspects that somewhat undervalue the benefits of industry experiences, interactions with professionals and life experiences.

The analysis for this appendix focuses on teacher/trainer development in public and private providers of VET. Reference is frequently made to technical and further education (TAFE) mainly because TAFE is the primary public provider of VET in Australia. Hence most of the data collected for this appendix are from the TAFE perspective. Other registered training providers of VET include community colleges, some universities, secondary schools, industry and private training organisations.

Data collection

Data for the survey were collected from universities, and offices of VET staff development within the departments of education and training in each State/Territory (Choy, Pearce & Blakeley 1999). Registered training organisations were excluded from this component of the study as they were to form the focus for a subsequent phase. Separate letters stating the aims of the project and proformas were posted to universities advertising programs within the scope of this study (namely, for VET teachers/trainers) and State/Territory staff development officers within departments of education and training.

Staff development programs offered by 29 universities were collated and analysed. While most of the data were supplied by course co-ordinators, some additional information about specific programs that support staff development for VET teachers and trainers was also extracted from the universities' websites. Eight State/Territory representatives from central offices (of departments responsible for employment and training) were approached, and only three (New South Wales, Western Australia and Australian Capital Territory) were in a position to provide the information requested in the proforma sent out by the researchers. Staff development offered by the State/Territory offices in these three States/Territories formed only part of what teachers/trainers had access to. Individual RTOs offered most staff development to their own as well as other teachers/trainers in the VET sector.

Programs/courses/sessions organised by the State/Territory offices were mainly generic in nature while those organised by individual institutes tended to be more customised to meet local/regional needs.

In the remaining five States/Territories, staff development was managed by individual registered training organisations. Due to the recent restructure of the departments of education and training, a number of functions, including staff development, have now been devolved to the providers. In certain States the process of devolution is complete and functioning as planned; in other States the process of assuming complete responsibility for staff development is still in transition. No comprehensive central records of exactly what was available to all teachers/trainers in the TAFE system within any particular State/Territory could be found. Indeed, neither could any national database containing such information be found.

Limited data about staff development arrangements for teachers/trainers working for private RTOs were available mainly because teachers/trainers themselves are expected to assume responsibility for most of their development. Some have access through their employers (VET providers) to staff development managed by ANTA for example. Funding for such programs is on a competitive tendering basis and the focus of the programs is largely to encourage innovative practice and create awareness of reforms in VET. *Framing the Future*, *LearnScope* and the *Implementation of the National Training Packages* are recent examples of such national initiatives. Some RTOs allow teachers/trainers to access certain courses/programs that they offer to their clients. Teachers/trainers undertake such courses/programs in their own time. In a few instances, teachers/trainers from the private RTOs are offered financial support to attend conferences, seminars or meetings with professional bodies.

Teachers/trainers from the private sector of VET training tend to take more responsibility for their own development. This may be a consequence of the nature of work agreements with their employers. Due to short contractual agreements and casualisation, individuals take the initiative to upgrade their professional expertise to remain competitive and increase their marketability in the training sector (both public and private). This trend is also becoming increasingly common in the public VET sector where casualisation of teachers'/trainers' positions is becoming the norm. Further, there are limitations on access to staff development for casual teachers/trainers. Casualisation and contract agreements are common not only to teachers/trainers, but also characterise current labour market trends. Modes of employment have significant implications for staff development and this is discussed in the main report.

Findings

The analysis of data on staff development provision for VET teachers and trainers is presented under three categories:

- initial teacher training
- train-the-trainer-type programs
- ongoing teacher development

Due to the changing nature and suite of programs, it is not possible to list every program on offer, nor was the development of a comprehensive database the purpose of this study. (An attempt to develop such a database for university programs and subjects has recently been attempted by Leslie Harrison for the Australian Vocational Teacher Education Colloquium, a recently formed national body of VET teacher educators.) The examples given in this analysis illustrate common provisions.

Initial teacher training

Unlike primary and secondary school teaching where a minimum formal teaching qualification is mandatory, the VET sector does not have similar or uniform requirements across Australia. The workplace trainer competency standards now form the basic, minimum human resource requirement for the national training packages in most industry areas. For example, for the provision of training services that include delivery, assessment and the issue of a qualification, staff are required to be competent at the Certificate IV in Assessment and Workplace Training level. The minimum teacher qualification requirements are inconsistent across States/Territories and across RTOs within a State/Territory in some instances. A certificate in teaching (offered by TAFE or a university—under special arrangements) is the minimum teacher qualification accepted by some RTOs. In other organisations, a diploma of teaching or a bachelor of education is the minimum requirement for full-time teachers, while the same qualifications are not compulsory for part-time teachers who perform the same duties but are not paid at the teacher award rate. The survey found instances of providers, where they were not able to find teachers and trainers with tertiary teaching qualifications, employing applicants with recent industry experience and willing to teach on the agreement that they obtain a teaching qualification within a particular timeframe. The providers offered support only for the minimum teaching qualification required by them.

From the data collected for this project, it is difficult to ascertain which particular courses/programs offered to teachers are for initial teacher training or form part of ongoing staff development. While some respondents have indicated the diploma level programs for initial teacher training, others said a degree or graduate/postgraduate level programs led to initial teacher training. Such inconsistencies may reflect the teacher registration requirements in each State/Territory or the minimum teacher qualification requirements by the RTOs. There is no mandatory requirement throughout Australia for VET teachers/trainers to be registered except in some States/Territories when employed as a teacher of VET within the secondary education system.

Initial teacher training programs are accessed by those who are already teaching in the VET sector without a formal teaching qualification (for example, some part-time teachers) and those who are not in the VET sector but wish to become a teacher of vocational education and training. The majority of the initial teacher training programs are offered by universities, which have programs leading to a range of qualifications from certificate to doctoral levels. Under collaborative arrangements, some senior staff from RTOs are also involved in the curriculum design of such programs. Certain RTOs also offer programs that lead to initial teaching qualifications at the certificate and graduate certificate levels. RTOs also offer courses or modules that can be credited towards university programs leading to a teaching qualification.

Train-the-trainer-type programs

'Train-the-trainer'-type programs evolved from the introduction of the *Training guarantee act* and the *Training guarantee (administration) act* of May 1990. Following the release of the revised National Competency Standards for Workplace Trainers in 1994, many training providers updated their existing 'train-the-trainer'-type programs to meet the minimum requirements in the form of competency standards. However, they continued to market their courses as 'train-the-trainer' programs. Other training providers developed new certificate level courses (for example, a Certificate in Workplace Training) that met the competency standards. These were then registered on the national register.

Prior to the release of the trainer competency standards, there were no set criteria for the development of workplace trainer programs except for the early compliance with the *Training* *guarantee act* and later the National Framework for the Recognition of Training (NFROT) requirements. Many participants who successfully completed the early versions of the programs received a Statement of Attendance. Registered training organisations are the primary providers of train-the-trainer programs. However, some universities also offer them mostly at the certificate levels. There is a diverse range of train-the-trainer type courses that cater for specific groups of teachers and trainers meeting the training needs of different industries.

The duration of train-the-trainer programs range from one-day sessions to some extending over two weeks. Throughout Australia there is no consistency in content, duration or the credentials issued. Following the introduction in 1995 of the Australian Qualifications Framework and the requirement for all courses and training programs to be aligned with national competency standards, one would assume the demise of the title 'train-the-trainer'. However, on the national register in 1999, there were many courses and training programs titled 'train-the-trainer' as well as a Certificate IV in Train-the-Trainer. With the introduction of the national Training Package for Assessment and Workplace Training in 1999, only two qualifications (the Certificate IV and Diploma levels) now remain. These new packages supercede all previous courses, training programs and competency standards. Most States/Territories have developed policy guidelines for RTOs when delivering training against national training packages. Within these guidelines are human resource standards that indicate the minimum requirements for delivery of training using the new training packages.

Ongoing staff development

Activities (programs, courses and training sessions) for ongoing staff development are numerous. These are offered at regular intervals, timetabled or made available on a needs basis. Data relating to ongoing staff development have been grouped into three categories:

- programs that support professional teaching practices; these usually, but not necessarily, lead to a teaching qualification
- courses relating to reforms in VET
- courses/training sessions to support systemic operations, for example, administrative/organisational practices, policy issues, workplace health and safety, and marketing/customer relations

The section discusses examples of specific programs in each category.

Programs that support professional teaching practices

Programs to support professional teaching practices are offered mainly by universities, although some registered VET providers are also involved in such deliveries.

Universities

More recently, universities have broadened their range of graduate and postgraduate programs for VET delivery staff to extend ongoing staff development options. Many are recognising a demand for higher degrees by VET clients in new areas and are accommodating such needs. Examples of new courses currently under development by universities include:

- Bachelor of Vocational Education & Training
- Graduate Diploma of Vocational Education & Training
- Graduate Certificate in Tertiary & Adult Education
- Graduate Diploma in Education (Tertiary & Adult Education)
- Master of Education for Teachers—Tertiary & Adult Education

Most of these originate from generic teacher training courses and are customised especially for VET teachers and trainers. TAFE institutes, for example, are in a position to negotiate specific streams (for customisation) with their local universities. Communications with a random sample of universities and TAFE institutes indicate that the two types of institutions have developed partnerships and formulated memoranda of understanding to support functions, including staff development. Evidence of such collaborative ventures is in the membership of senior TAFE management staff in universities' curriculum development advisory committees. Other generic courses and programs include those at the associate diploma, advanced diploma, bachelors degree, graduate certificate, graduate diploma, postgraduate certificate, postgraduate diploma, and masters and doctoral degree levels. Modules/units within the higher degrees are tiered to allow several exit points. For example, at one particular university, a VET teacher who enrols in a master of education program can exit early to receive a graduate certificate or a graduate diploma depending on the proportion of the program that has been successfully completed. Similarly, successful completion of a graduate certificate offers credits towards the graduate diploma and subsequently to the masters degree.

VET teachers/trainers undertaking university courses have the option to study in different modes—internal (on-campus) or external (by distance education), full-time or part-time, or mixed mode (some subjects internal and some external).

TAFE

Certain TAFE institutes and organisational development units within State/Territory departments of education and training also offer a limited range of courses that support professional teaching practices. Those offered by TAFE institutes are commercially available to local staff as well as other external clients. While certain structured courses lead to a formal qualification (for example, the Graduate Certificate in Advanced Professional Practice and Graduate Certificate in Training offered by the Canberra Institute of TAFE), others are workshops where teachers gain knowledge and skills for immediate application. Faculties requesting such workshops have the option to have these customised for their specific disciplines. Successful completion of selected courses also enables cross-crediting or recognition of prior learning towards formal teaching qualifications that are offered by universities. This recognition (through offer of credits) by universities illustrates another example of TAFE institutes and local university collaboration to support the professional development of VET staff. Added to the list of courses to support teaching practices are those related to the use of technology, for example, use of the internet and email, and computer assisted/managed learning.

Australian Language and Literacy Policy

An example of staff development for teachers delivering workplace education programs is the adult literacy national project funded from the Australian Language and Literacy Policy budget. This project was developed by a consortium of staff from the workplace education service of South Australian TAFE, University of Adelaide and the University of South Australia.

ANTA

Action learning and work-based learning projects such as those under Framing the Future and LearnScope also provide opportunities for teachers/trainers to enhance their teaching practices. These national staff development projects are major initiatives of the Australian National Training Authority. They support staff in the VET sector who are involved in implementing the National Training Framework.

Industry

Another prospect for VET teachers/trainers that enhances professional teaching practices is industry experience. During attachment with a workplace in a particular industry, teachers/trainers are able to update skills and knowledge that address the most recent changes in industry. Regular industry experience is seen as a key requirement of VET teachers. The major purpose of industry experience is to be informed about changes in industry practices as well as technology. However, formal co-ordination of activities by the RTOs is not consistent across Australia. That is, while some States/Territories have formal processes managed by a central unit at the State/Territory or institute level, others are more flexible. RTOs in some States/Territories allow up to ten days a year for industry experience and organise attachments for teachers and trainers. Others encourage teachers to organise industry experience through their own networks. Many teachers do this through meetings, seminars and conferences with their networks in industry and do not feel the need to spend this amount of time in a particular workplace of the industry, their reasoning being that changes in some industry areas are quite slow (for example, metal fabrication, construction, brick laying and tiling) in comparison with others where changes are rapid (for example, information technology, electronics and automotive) and demand them to be at the forefront of innovation. There was no evidence in the data provided for this project that suggested any university involvement in activities directly relating to industry experience. However, universities do allow their students (in this instance, VET teachers/trainers) to apply the theoretical knowledge gained through their programs of study in the context of their workplace/industry projects as part of their course assessments.

ITABs

Industry training advisory bodies also play a significant role in updating teachers/trainers about changes in industry practices. ANTA has provided limited funding to ITABs to promote and provide staff development programs for the implementation of training packages to their industry sector as well as to registered training organisations.

Courses relating to reforms in VET

Until 1996, staff development which addressed reforms in VET was largely co-ordinated by the National Staff Development Committee. The committee has now been dismantled and most of its functions have been devolved to providers. However, ANTA continues to fund some staff development activities through a competitive tendering process. The competitive process extends opportunities to non-TAFE teachers/trainers to be involved in national staff development activities, through their employer. Through this process, design and delivery responsibilities are given to single or teams of RTOs which work under specific guidelines stipulated by ANTA. In some instances, the design and development of national professional development may be completed by the winning team, but delivery may be outsourced to local/regional providers.

Staff training and development officers in some TAFE institutes organise their own awareness sessions relating to reforms in VET. Examples of workshops and information sessions include:

- Australian Recognition Framework (ARF)—Awareness Raising Program
- User Choice
- National training packages
- Australian Qualifications Framework
- New Apprenticeship System
- ACT Quality Framework
- Purchaser–Provider arrangements
- Flexible delivery

Activities of this nature form a significant part of ongoing staff development in the VET sector to allow teachers/trainers to be informed about and to implement reforms.

Courses to support systemic operations

Staff in the VET sector work in an environment of constant change in policy and practice. While some of these changes affect staff at systemic levels, others impact only at the local level. Activities designed to support systemic operations form part of ongoing staff development to ensure the implementation of changes to achieve expected performance outputs. These are largely designed and facilitated internally by individual RTOs or teams of staff from more than one RTO. There are three broad categories of courses that support VET teachers/trainers in their performance in systemic/ operational activities of their institute. These are:

- courses to facilitate administrative functions
- courses to facilitate operational functions
- courses for personal development

Examples of courses in each of these categories are presented below.

Courses to facilitate administrative functions (not related to teaching)

The design and development of training sessions in this category is mainly determined by changes in administrative practices or policies. The focus of courses (usually in the form of workshops lasting a few hours) in this category is the facilitation of efficient administrative functions within the guidelines set by the RTO. Some sessions are conducted at regular intervals and are mandatory for all staff. Others are organised on a needs basis. Examples of training sessions in this category include:

- Vocational Education and Training—Policy Changes
- Management Enhancement Team Approach (META)
- Anti-discrimination Law and Educational Institutions
- The Disability Discrimination Act and Principles of Reasonable Adjustment
- Writing Interview Reports
- Counselling Skills for Interview Panels
- Records Management
- Leadership, Management and Administrative Development
- Introduction to Report Writing
- Developing Training Plans, Programs and Guidelines
- Using the internet and email

Courses to facilitate operational functions

The design and development of training sessions in this category are mainly determined by changes in practices that may or may not be influenced by changes in policies. The focus of courses in this category is the facilitation of efficient operational functions within the guidelines set by the RTO. While some sessions are conducted at regular intervals and are compulsory for all staff, others are organised on a needs basis. Examples of training sessions in this category include:

- Staff in the Market Place
- Customer Service
- Dealing with Conflict
- Internationalisation
- Copyright Workshop for Teachers
- Disability Awareness
- EEO Application in the Workplace
- Indigenous Australians—Cultural Awareness
- Introduction to Evaluation Kit
- Enhancing your Work Environment (air conditioning, injury prevention, chemical awareness, first aid certificate)
- Workplace Health and Safety Training
- Specification Writing

Courses for personal development

The focus of courses in this category is to support certain aspects of personal development. Most sessions are organised on a needs basis. Examples of training sessions in this category include:

- Managing Change
- Stress Management
- Anti Harassment
- Writing Job Applications
- Interview Techniques
- Skill Development Plans
- Preparing for Retirement
- Employee Assistance Program
- Time Management

The above gives an indicative range of activities as part of ongoing staff development. The design and development of training sessions in this category is mainly determined by changes in practices that may or may not be influenced by changes in policies.

Support for staff development

This section summarises the various avenues through which teachers/trainers in the VET sector are able to access funding for staff development. There are number of sources for funding.

Under the recent Enterprise Bargaining Agreement, teachers/trainers in TAFE in a particular State/Territory are entitled to funds equivalent to 2% of their annual salary for purposes of staff development each year. They access relevant staff development activities funded with this percentage from their respective institutes. The management of this allocation varies from institute to institute. While some institutes allow individual staff to decide which form of staff development they wish to undertake using this allocation, other institutes have strict guidelines linking to their strategic and operational plans (at the institute or department/faculty levels).

In one State, TAFE institutes also offer study awards to partially support studies undertaken by individual staff. The funding for such awards has been provided from an allocation of State-based funds. Applications are based on set criteria such as:

- the need within the institute for the qualification pursued
- evidence of previous study undertaken by the applicant in his/her own time
- evidence of previous continued interest in the area of proposed study
- evidence of commitment and initiative by the applicant

In another State, full support for initial teacher training at the bachelor of education degree level is offered to only full-time teachers. Partial scholarships are also made available to those undertaking postgraduate studies. Both full-time and part-time teachers are eligible for professional development programs facilitated by their employing institute.

VET staff also have access to professional development funds from their respective Office of Public Service in some States. For example, in Queensland, the Study and Research Assistance Scheme (SARAS) supports professional development of public servants through financial assistance and leave arrangements. This form of assistance is not available for initial teaching qualifications, but for ongoing professional development. Temporary or fixed-term employees engaged for a period less than twelve months are not eligible for such assistance. Preference is normally given to courses offered by Queensland public educational institutions. Applications are assessed under three categories:

- desirable: a course of study or research which is relevant to the operations of the Queensland Public Sector

- essential: a course of study or research which the Director-General considers essential for an employee to undertake the requirements of the current position
- highly desirable: a course of study or research which is directly relevant to the responsibilities attached to an employee's current position

The study outcome must relate to performance improvement as outlined in the respective government departmental visions, aims and objectives. While SARAS manages the process, the funding is supplied by the institutes from their annual budget. Some funding may also be made available for retraining opportunities for staff who are made redundant and listed in the redeployment scheme. In Queensland, the functions of SARAS are in the process of being devolved to the institutes.

In Western Australia, the Department of Training—Professional Development Unit manages an extensive staff development program for their department while the State Professional Development Support Program (PDSP) focusses on work-based staff development activities which are accessible to staff in both private and public RTOs.

The Northern Territory has no TAFE system. However, there are four independent public RTOs. Funding for staff development is contained within the resource allocations for the public provider where each is responsible for its own staff development. The Northern Territory Education and Training Authority subsidises conferences for VET practitioners, which are open to all RTOs in the Territory. The Northern Territory has a similar system to SARAS in Queensland, in which the Office of Commissioner of Public Employment provides funds and manages staff development for public servants.

In Tasmania, a unit within the Department of Premier and Cabinet provides staff development for government employees. Participation in any course or training program provided by the department is paid for by the institute for which the participant works. Staff development is essentially the responsibility of the individual's institute.

In Victoria, the primary source of staff development funds lies with the individual training provider. Each has its own particular policies, procedures and management practices. Many of the TAFE institutes have divisional or school-based budgets and usually allocation is made from these by middle managers. The Office of Training and Further Education (OTFE) in Victoria has a Staff Development Policy and Priorities Framework for the State Training Services (currently 1997–99) which sets out the terms of its staff development initiatives. These projects are determined by a State Training Service Staff Development Advisory Body consisting of representatives from key stakeholders (VICAD, ACPET and ACFE). Approximately $800 000 was allocated to projects throughout the 1998 financial year. OTFE provides project-based staff development funds to selected training providers on a competitive merit-based basis where particular priority areas have been targetted.

The other States view staff development as the primary responsibility of the individual public or private RTO. All RTOs are able to apply for projects under a competitive tendering process from ANTA's Framing the Future or LearnScope projects.

The Australian National Training Authority provides partial funding for staff development relating to reforms. For instance, up to 50% of funds (to the sum of about $15,000) for professional development under the Framing the Future and LearnScope projects are offered by ANTA and the provider is expected to meet the remaining costs in kind. Application for such funding is allocated through competitive tendering. Professional development under LearnScope, for example, focusses on action learning and flexible delivery. Within these projects there is considerable emphasis on the implementation of national training packages and knowledge of the VET system.

VET teachers/trainers who are members of professional associations or who belong to formal networks also have access to programs that support their professional activities. For example, the Workplace Trainers and Assessors Body has provided staff development workshops and information sessions around Australia. In many States it has assisted the formation of networks that meet on a regular basis to share information and discuss relevant issues. The Board of Teacher Registration in Queensland and the Queensland Consortium of Professional Development in Education organise conferences, workshops, seminars and presentations by local, national and international experts.

Membership of professional organisations or networks in teachers'/trainers' industry areas also provide opportunities for staff development on a formal as well as informal basis. Teachers/trainers who belong to formal or informal networks have opportunities to add to their professional expertise through exchange of ideas and views with members of such networks. In recent times, the availability of technology such as the internet has extended their interaction with national and international members of the various discussion lists.

There are many staff in the VET sector who pay for their own professional development. Some of them may not be eligible for support from their institute because they do not meet all the criteria. Others may want to pursue fields of study that are considered by institutes to be of no immediate relevance. Some others may wish to undertake study programs to enter completely new areas of practice which are not of interest to the institute.

Summary

In summary, the various ways in which VET teachers/trainers are able to participate in ongoing staff development that supports their teaching are by participating in:

- university programs that lead to a formal teaching qualification
- programs offered by RTOs that lead to a formal teaching qualification
- other courses/workshops conducted by RTOs
- action learning and work-based projects such as those under Framing the Future and LearnScope
- industry-based work experience
- courses/workshops conducted by professional bodies
- conferences and seminars

Not all of these activities lead to a formal qualification, but they are certainly designed to enhance teaching/training practices.

Initial teacher training

The minimum human resource requirements for the delivery and assessment of competency standards for each unit of competency is now stipulated in the national training packages as well as the State/Territory training authorities' policy documents on registration requirements. The Certificate IV in Assessment and Workplace Training qualification (national training package) is the minimum requirement for the formal delivery of training against each unit of competency. The minimum teacher qualification requirements are inconsistent throughout the States/Territories and even among institutes within a State/Territory. While the minimum requirement for teaching in the VET sector in some States/Territories is a bachelor's degree for full-time teachers, others allow a certificate or diploma in teaching. With certain RTOs, the minimum requirements for full-time and part-time teachers is different.

Not all institutes offer assistance for an initial teaching qualification. This suggests that a majority of individuals are responsible for their initial training as a teacher. The university sector seems to hold the monopoly on teacher training programs (both, initial and ongoing) that lead to formal teaching qualifications for VET teachers.

Trainer-the-trainer-type programs

Train-the-trainer-type programs are based on the trainer competency standards that were set out for workplace trainers. Under the new arrangements, a Certificate IV in Assessment and

Workplace Training will replace most of the original train-the-trainer courses. This will also reinforce the linking of train-the-trainer courses to the AQF. The new national training packages also recognise Certificate IV in Assessment and Workplace Training as a minimum human resource requirement for the delivery of training. However, such minimum requirements in the place of a tertiary teaching qualification that also includes subject content knowledge raises issues that relate to quality assurance standards and requirements.

Ongoing staff development

Teachers have access to ongoing staff development offered by universities as well as VET-registered training providers. Regular training sessions, workshops and seminars are ongoing activities within their RTO workplaces. While some of these are mandatory and funded by their employers, teachers also have the option to apply for partial assistance for activities undertaken outside the workplace for staff development. Assistance for staff development can be reimbursement of tuition fee, travel costs or release from duties to attend training. If teachers are organising activities for their own professional development, they are encouraged to schedule these outside their teaching times. A significant feature of staff development in the VET sector is the move towards action learning and flexible modes of learning. This reduces the time teachers/trainers have to spend away from their classrooms/workshops, specifically to attend staff development activities. Moreover, action learning and work-based projects, such as those under Framing the Future and LearnScope, encourage problem-solving activities at the micro and macro levels.

Although several sources of support for staff development exist, access is determined by a number of contextual factors. Among these factors are mode of employment, required minimum teaching qualifications and the business priorities of the RTOs.

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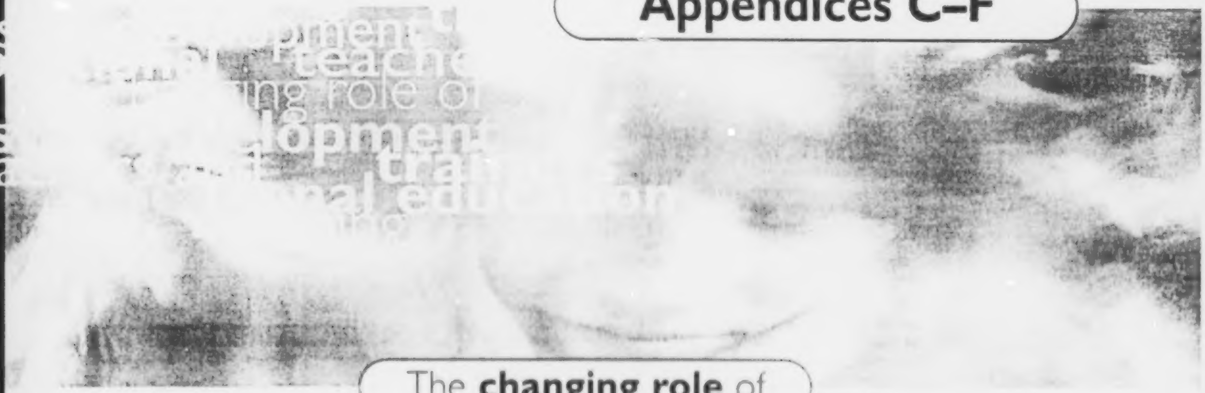
Appendices C–F



The **changing role** of **staff development** for **teachers** and **trainers** in **vocational education** and **training**

Roger Harris
Michele Simons
Doug Hill
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Appendix C

Delphi study of VET key informants

This research has as its focus the future staff development needs of teachers and trainers working for VET providers. The prime concern was to identify the significant challenges facing teachers and trainers over the next five to seven years and to gauge the extent to which they had the necessary knowledge, skills and other attributes to meet these challenges. The 'gaps' between what is perceived to be required to meet those challenges and the current levels of knowledge, skills and other attributes of teachers and trainers is a useful indicator of staff development needs over that period. The Delphi method was utilised to solicit the views of senior people responsible for policy, staff development and other significant VET commentators, about the issues described above.

Planning staff development in the VET sector

Staff development is a broad term, which can encompass both activities organised by the employer to ensure that staff are able to operate effectively in their present positions in a changing environment and activities selected by individuals to enhance their opportunities for advancement. This research was mainly concerned with the first kind of staff development where an organisation is responsible for maintaining and upgrading the performance of its staff.

It is relatively easy to talk to or survey staff about the quality of staff development they have received and to identify strengths and shortcomings. However, while this kind of research provides useful information about the way in which such programs should be run in the future it has much less to contribute concerning the actual content of and emphasis needed in future staff development programs. Such limitations are evident in a number of recent studies (for example, Chappell & Melville 1995).

In the past it has also been common to obtain estimates of future staff development needs for State or national systems by getting together a small group of people for a relatively short period and pooling their thoughts. Commonly those involved in such 'think tanks' are professionals in the staff development field. The gathering and analysing of information from such groups is an ill-defined process and the outcomes depend very much on the nature of interactions between members of the group over the period. Such interactions are influenced by the status and power of indfvidual participants. In some cases a particular issue, concern, government policy, political imperative or recent development can dominate the deliberations. For example, a consultant engaged by a TAFE system may present a particular view of the future of VET which may affect the way in which the system plans its long-term staff development policy. Alternatively, a carefully thought out strategy may be upset by an ANTA initiative such as the introduction of training packages, which necessitates diverting resources to meet an immediate need.

For these reasons the typical one-shot expert approach has had limited success in providing useful longer-term guides to staff development and it seems that another approach may be needed. Accordingly, a different approach was sought in the current project, and it was decided to use the Delphi method, a research method more common in the period from the mid 1950s to the late 1970s but in less common use nowadays. However, the method is described in current texts on research (for example, Gredler 1996), research journals (for example, Raskin 1994) and conference proceedings (for example, Bell & Cleasby 1995). It is a method for attaining group input which differs from the more commonly-used focus group or nominal group techniques.

Delphi method

The Delphi technique was named in honour of Apollo's oracle in Delphia in ancient Greece and made popular by the Rand Corporation which originally used it to identify likely industrial targets for Soviet bombers. This research method is useful for obtaining a pooled judgement about something. It is essentially a method for aggregating the opinions of a number of individuals who are considered to be expert and in a position to make an informed input. The technique is useful in obtaining input into an evaluation related to a current situation or a situation which is considered likely to exist in the future (Gredler 1996). It is similar to the nominal group technique, which is often used for identification of issues and concerns (Pokorny et al. 1988). The nominal group technique usually involves a group of seven to nine individuals who begin by developing a set of ideas in response to a stimulus question in silence. After this each person contributes an idea which is recorded. Each idea is discussed and the session ends with each person rank ordering those ideas.

The Delphi technique usually involves many more people than the nominal group technique and can be more extensive in terms of content. The members of the group do not meet but respond individually to a series of questionnaires in an iterative process which extends over a period of time (Uhl 1990). The first questionnaire is used to set the parameters for latter questionnaires and generally consists of fairly open ended items concerned with broad issues to which individuals respond anonymously. The responses to the first questionnaire are processed and used to construct a second questionnaire.

This second instrument serves two purposes: to provide feedback to participants concerning the results from first questionnaire and to allow them to respond again to the same issues in the light of this feedback. The second questionnaire generally contains relatively closed items, which accurately reflect the spectrum of opinion obtained in the first questionnaire. The items are designed in a way which gets participants to rank the relative importance of issues and the appropriateness of particular responses to those issues. Likert scaling is frequently used to obtain such rankings. Participants are also able to comment on any matter and identify new issues, concerns or responses to those issues or concerns. A summary of responses to the second questionnaire is prepared to accompany a third questionnaire, although in some cases only two are used.

This final questionnaire asks participants to consider the items in the second questionnaire, possibly in a refined form, together with any new items. It is designed to obtain a measure of the strength of agreement on the issues identified in the first and second questionnaires. In this sense the Delphi technique encourages a degree of consensus and for this reason the initial selection of participants is critical. The selection must be such that a broad range of judgements will be expressed. This enables participants to temper their judgements in the knowledge of what other informed individuals have expressed. As the process of judgement gathering takes place over a period of time individuals are able to engage in extended reflection on the central issues. This is an important attribute of the Delphi technique. It provides a very different environment from that of a focus group or think tank where individuals interact over a relatively short period and some opinions are not necessarily expressed or not taken up by the group.

Participants

Early in the design of the project it was agreed that a group of about 50 key stakeholders in the VET sector would be selected for the Delphi study. The project team decided to seek nominations from the following categories:

- State/Territory VET executives—CEOs
- ACPET executives
- State/Territory professional development managers (TAFE)

- National Assessors and Workplace Trainers Body
- Department of Employment, Education Training and Youth Affairs VET Division
- University VET academics—person in charge of teacher education
- VET policy-makers
- VET consultants/researchers/project managers
- union representatives
- two overseas senior VET people (UK and USA)
- other significant commentators

An initial list was drawn up and circulated to members of the project team who consulted with others they considered might make appropriate suggestions about additions and deletions. The revised lists were reviewed by the team and a final list of 56 key stakeholders was sent questionnaire one (see attachment 1).

Process

Fifteen responded by the initial due date, with twelve more responding by the extended due date following reminder phone calls, making a response rate of 48%. The respondents had been given a reference number in order to identify who had returned surveys and to enable follow up of non-returns. A further four responses were received too late for the initial analysis. In some cases delays in replying were due to the fact that CEOs had passed the questionnaire to appropriate management or curriculum staff for a response.

Each of the 56 key stakeholders received feedback from round one and was asked to participate in round two irrespective of whether they had responded in the first round. A total of 30 people responded to questionnaire two (see attachment 2), a response rate of 53%, including a small number who had not participated in round one. No reminder phone calls were made for this round. This represented an excellent response rate, especially considering that this survey was conducted in December 1998, a very busy time for most VET personnel. The timing and time interval between rounds is a critical issue (Bell & Cleasby 1995). The same process as used in round two was employed in the third and final round conducted in autumn 1999 (only the covering letter is included in attachment 3). Twenty-one usable responses were received in round three.

One challenge faced by the research team was analysing the responses to the first questionnaire, which had been devised with a large proportion of open-ended questions concerning such issues as the challenges likely to be faced by teachers/trainers in the next five to seven years, the attributes needed to meet these challenges and the barriers to their development. The responses needed to be analysed not only to give meaningful data, but also to be fed back to the participants. The responses to the open-ended questions were categorised, firstly by a research assistant then by the researchers. Wherever possible the language used to describe categories was consistent with current use in VET literature. After the responses from the first round survey were analysed and aggregated/summarised they were returned to the respondents and also to those who had failed to respond in time so that all the nominated stakeholders could see what other stakeholders had reacted. The round two survey included further questioning about round 1 questions and a new section was added where interesting statements from the qualitative sections of round 1 were listed, and participants asked to note the extent of their agreement with these statements.

It is possible that the participants, on receipt of the second questionnaire which included the responses to the first, realised that other stakeholders had taken the process extremely seriously, and this prompted the good return rate for round 2. It was also notable that in round 2 there were fewer sceptical or critical comments on the process and the questionnaire structure, which a few participants had included in round 1.

The third round questionnaire incorporated feedback from the round two survey, and asked some further related questions. The latter were of three kinds: that is, reworded questions from round two where questions failed to elicit appropriate or usable information, questions concerning statements made by individual respondents in round two.

In some cases the initial survey had been addressed to a position rather than a named person. Such surveys were sometimes completed by the encumbent and at other times delegated. This resulted in different people completing the survey in rounds one and two in a few cases. In round three the survey was addressed to a specific person, usually the person who completed the round two questionnaire.

The results of the series of three surveys is such that the individual stakeholders appear to have functioned as a group as claimed by Linstone and Turoff (1975). The fact that the group size was about 30 for rounds one and two and 21 for the final round makes it possible to claim that findings are probably fairly reliable and accurately represent current opinions of such experts. That is not to claim that the predictions made by the key stakeholders are necessarily accurate as the circumstances in which they were made are subject to change. The relatively small numbers of respondents involved, and the fact that there were some different respondents meant that it was inappropriate to use inferential statistics.

The information from the three rounds of Delphi surveys was incorporated into a further questionnaire which was distributed to a group of practising teachers/trainers in the VET sector. This was done as a form of cross-checking for consistency, and also to see whether practitioners had different views. It is argued that consistency and readily explicable differences lend credibility to the results of the information obtained from the key stakeholders. This survey was sent out in early June 1999 to 32 VET practitioners in two TAFE institutes and two private providers with a 50% return rate by October.

Teacher survey

The questionnaires were sent to two TAFE institutes and two private providers of training. The survey was answered by volunteers (only the covering letter is included in attachment 4). This group cannot by regarded as representative of the population of teachers/trainers. The fact that key stakeholders were selected in the way they were makes it difficult to draw legitimate conclusions from comparisons between the responses of this group and the group of teachers and trainers. If the groups were representative and the sample sizes appropriate, then it would be possible to use a multivariate technique to test whether the two groups were significantly different in their overall responses. If such a difference existed then it would be permissible to compare responses on various items. In the present case, all that can be done at this time is to note that:

- the two patterns of responses appear to be generally similar
- there are some expected differences between the responses of the two groups

The similarity in responses of the two groups could be anticipated to some extent as the questions asked of the teachers/trainers contained information about the survey results from key stakeholders. The differences could be hypothesised on the basis that key stakeholders would be expected to consider the VET sector from a broad perspective and one which was less reflective of the day-to-day concerns of teachers and trainers. Given the above limitations and concerns it is nevertheless worthwhile to compare the responses of key stakeholders to round three with the responses of teachers and trainers to the same questions. Such an examination suggests that teachers/trainers and key stakeholders tend to see the same challenges as important over the next five years but with teachers and trainers feeling that they are slightly better prepared for these challenges than do the key stakeholders. This outcome lends credence to the findings of the Delphi survey of key stakeholders.

Attachment 1

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SCHOOL OF EDUCATION

Professional Development of VET Teachers and Trainers
Survey of Key Stakeholders

Invitation to potential participants - the 50 Key Stakeholders

A national research project is being conducted by the Centre for Research in Education, Equity and Work, at the University of South Australia, the Group for Research in Employment and Training at Charles Sturt University and the TAFE Queensland Centre for Advancement of Innovative Learning. The project is funded by the ANTA National Research and Evaluation Committee. The project is entitled "Improving the Quality of VET Provision: The Role of Staff Development for Teachers and Trainers in VET Providers". An important focus for the project is identifying the kinds of challenges which VET teachers/trainers have faced or will face and the kind of staff development which has helped or will help them. A short survey has been developed to obtain some of this information.

We would be grateful if you would participate in our survey as a key figure in the VET Sector. The initial survey will require about 15 minutes for you to complete. The project team has elected to use a modified Delphi technique which provides an opportunity to comment on the outcomes. Thus the results of the initial survey will be analysed and sent back to you for some further comment about a month later. Those who respond to both surveys will receive a copy of the final results.

The enclosed stamped-addressed envelope should be returned by Tuesday 9th November.
Responses could also be faxed to 02 6933 2888.

Comments

Please give your own opinions which may differ from those of your organisation. Your individual responses will be confidential and comments in the feedback from the survey will not be attribvuted to particular respondents.

Thank you for considering this request. We hope you decide to help. Remember to return the survey questionnaire by Tuesday 9th November.

Erica Smith Doug Hill

Erica Smith
Doug Hill
for the Project Team

DELPHI SURVEY OF KEY STAKEHOLDERS – Round 1

The Round 1 Delphi Survey questions are repeated in the Round 2 Survey together with a summary of the responses to the first round.

The first three questions are repeated here to show the form in which they were presented:

Question 1

Nominate five critical challenges which you believe will be faced by VET teachers/trainers over the next five to seven years:

i)
ii)
iii)
iv)
v)

Question 2

How well prepared currently are VET teachers/trainers to face these challenges?

Use the scale:

1. *On the whole, not prepared*
2. *Only a minority prepared*
3. *Some well prepared*
4. *Majority well prepared*
5. *On the whole, very well prepared.*

i)
ii)
iii)
iv)
v)

Question 3

How useful are the following sources of training and development in helping to deal with these challenges? Give ratings of 1-5, 1 being not useful and 5 being extremely useful.

(Please tick [✓] appropriate rating)

	RATING				
Sources of training to be considered	1	2	3	4	5
"Initial Teacher Training at University					
Certificate IV in Workplace Training					
Nationally funded training e.g. Framing the Future					
"In-house" formal program training					
Informal on-the-job training by providers					

Attachment 2

DELPHI SURVEY OF KEY STAKEHOLDERS – Round 2

Question 1

Nominate five critical challenges which you believe will be faced by VET teachers/trainers over the next five to seven years.

The table below indicates the categories and response numbers derived from Round 1 responses. We now ask you to select the seven most important challenges and to rank them. You have the opportunity to select one more and include it in your ranking, if you wish.

CHALLENGES	Number of responses from survey no. 1	Tick the seven most important, in your view	Rank your chosen seven from 1 (most important) to 7 (least important)
Operate in competitive market	11		
Pace of change	10		
Use of technology	10		
Flexible delivery	9		
Keeping up to date/understanding changes to VET	9		
Understand/work with training packages	8		
Globalisation of VET & the economy	7		
Maintaining their own employment/career pattern in insecure times	7		
Keeping up to date with industry trends	6		
Understanding of dilemmas in educator's role (such as industry needs vs. education)	6		
Understanding changing nature of work	5		
Competency-based assessment	5		
Changing client groups	4		
Changing to role of facilitator	4		
Delivering training in the workplace	4		
Balancing 'real' requirements of industry with what the VET system tells teachers are industry's requirements	3		
Greater accountability/quality issues	3		
Work intensification	2		
Learning how to develop themselves	2		
Meeting industry needs	2		
'Growing' the training market, ie increasing demand for VET	2		
Shortage of teaching skills	2		
Customer focus	2		
National market in VET	2		
Other (please specify)			

Question 2
How well prepared currently are VET teachers/trainers to face these challenges?

In their responses, participants in the first round generally indicated their belief that only a minority of VET teachers/trainers was well prepared to meet the challenges identified in question 1. Responses varied slightly between different challenges.

We now ask you to rate teachers'/trainers' preparedness for the seven challenges you have chosen.
Note: You don't need to write the challenges in; just use the seven you picked as most important, in the ranking you chose. (So, for example, if you chose 'work intensification' as your first-ranked challenge, put your rating of teachers' preparedness for work intensification opposite number 1.)

Rating scale:

1. On the whole not prepared.
2. Only a minority prepared.
3. Some well prepared.
4. Majority well prepared.
5. On the whole very well prepared.

Challenge (your choice of the 7 most important, from Question 1)	Rating of VET teachers'/trainers' preparedness
1	
2	
3	
4	
5	
6	
7	

Question 3
How useful are the following sources of training and development in helping to deal with these challenges?

The responses to this question from round 1 are given below. Please give your rating, which you may or may not wish to revise from your previous response. We also give you the opportunity to add, and rate, up to two new sources of training/staff development. **Give ratings of 1-5, 1 being not useful and 5 being extremely useful.**

	RATING Sources of training	1	2	3	4	5	Aver.	Std Dev.
A	'Initial' Teacher Training at University	4	8	5	7	5	3.03	1.35
B	Certificate IV in Workplace Training	6	8	8	7	0	2.56	1.09
C	Nationally funded training eg Framing the Future	4	6	7	9	3	3.03	1.24
D	"In-house" formal program training	1	7	14	6	1	2.97	0.87
E	Informal on-the-job training by providers	4	6	10	7	1	2.82	1.09
	Other (please specify)							
	Other (please specify							

Question 4

What do you consider are the essential attributes, skills and knowledge currently needed by VET teachers/trainers?

In each section of question 4 we present the categories which arose from Round 1 of the survey. We ask you to tick the seven most important, in your view, and to rank them from 1 (most important) to 7 (least important). We also give you the opportunity, in each case, to add an extra category if you wish.

For each section of question 4, we ask you to say how far you think VET teachers/trainers, in general, currently possess the attributes/skills/knowledge/capabilities you have identified as the 7 most important.

4.1
Attributes

Attribute	**Tick the seven most important, in your view**	**Rank your chosen seven from 1 (most important) to 7 (least important)**
Accept/cope with/predict change		
Flexibility/adaptability		
Tolerance/sensitivity to student needs		
Professionalism (includes taking responsibility for updating knowledge)		
Problem solving/lateral thinking		
Passion for teaching		
Entrepreneurial		
Commitment to equity and social justice		
Willingness to work with others		
Customer focus		
Reflective		
Leader/facilitator		
Able to take initiative		
Critical attitude to government policy		
Explore/be curious		
Creative		
Other (please specify)		

Question 4.1a
Do VET teachers, in general, currently possess that characteristic?

Rating scale:
1. No
2. Possibly
3. Yes

Characteristic (your choice of the 7 most important, from Question 4.1)	**Rating**
1	
2	
3	
4	
5	
6	
7	

4.2: Skills

SKILL	**Tick the seven most important, in your view**	**Rank your chosen seven from 1 (most important) to 7 (least important)**
Delivery/teaching		
Technology		
Develop customised programs for industry		
Assessment		
Industry/subject expertise		
Operate confidently in workplace setting		
Facilitation		
Organisational/managerial		
Marketing		
Flexible delivery		
Negotiation		
Searching/research skills		
Other (please specify)		

Question 4.2a Do VET teachers, in general, currently possess that characteristic?

Rating scale :
1. No
2. Possibly
3. Yes

Characteristic (your choice of the 7 most important, from Question 4.2)	Rating
1	
2	
3	
4	
5	
6	
7	

Question 4.3 **Knowledge**

KNOWLEDGE	**Tick the seven most important, in your view**	**Rank your chosen seven from 1 (most important) to 7 (least important)**
Learning principles/learning styles		
Industry knowledge		
National Training Framework/Training Packages		
Competency standards		
Political/economic factors that could impact on VET (bigger picture)		
Labour market and where it links to VET		
Lifelong learning		
Knowledge of educational theory in order to evaluate policy changes		
Other (please specify)		

Question 4.3a Do VET teachers, in general, currently possess that characteristic?

Rating scale :
1. No
2. Possibly
3. Yes

Characteristic (your choice of the 7 most important, from Question 4.3)	**Rating**
1	
2	
3	
4	
5	
6	
7	

Question 4.4

What do you consider are the essential competencies and capabilities currently needed by VET teachers/trainers?

This question gave respondents the opportunity to answer questions 4.1, 4.2 and 4.3 in an holistic manner instead of answering each of questions 4.1 to 4.3. Some participants chose to answer 4.4 in addition to 4.1, 4.2 and 4.3. We are aware that there is some overlap between the four parts of question 4, but nevertheless hope you will answer all parts, as there do seem to be differences in the categories.

Competencies and capabilities	**Tick the seven most important (in your view)**	**Rank your chosen seven from 1 (most important) to 7 (least important)**
Industry experience/knowledge		
Teaching/delivery skills (including flexible delivery)		
Deal with students as individuals		
Analytical/critical/lateral thinking		
Change management		
Self-management skills		
Flexibility		
Management/leadership skills		
Higher industrial qualifications		
Provide support to students i.e. listening, counselling, mentoring		
Learn in an ongoing way		
Communication skills		
Teaching embedded generic skills		
'Dual professionalism' (content area and teaching)		
Other (please specify)		

Question 4.4a Do VET teachers currently possess that characteristic?

Rating scale:

1. No
2. Possibly
3. Yes

Characteristic (your choice of the 7 most important, from Question 4.4)	**Rating**
1	
2	
3	
4	
5	
6	
7	

Question 5

What additional attributes, skills and knowledge do you think will be required over the next five to seven years?

This question was designed to get at respondents' views about the new and developing competencies and capabilities that VET teachers and trainers might need in the near future. As you see, a number of slightly different categories emerged in this question. We now ask you to choose the 7 most important, rank them, and then, in question 5a, to say whether you believe VET teachers/trainers currently possess each of those characteristics.

Attributes/skills/knowledge for the future	**Tick the seven most important, in your view**	**Rank your chosen seven from 1 (most important) to 7 (least important)**
Technological knowledge		
Adaptability		
Project management		
Working in partnership with industry		
Marketing		
Creativity/imagination		
Responsiveness to individual students' needs		
Tenacity		
Access & manage information		
Brokerage		
Range of delivery methods		
Communication skills		
Other (please specify)		

Question 5a **Do VET teachers currently possess that characteristic?**

Rating scale :
1. No
2. Possibly
3. Yes

Characteristic (your choice of the 7 most important, from Question 5)	**Rating**
1	
2	
3	
4	
5	
6	
7	

Question 6

What do you consider are the main barriers to the development of the attributes, skills and knowledge currently needed by VET teacher/trainers?

In this question, we ask you to choose and rank the seven most important barriers from the categories proposed by respondents in Round 1.

BARRIERS	**Tick the seven most important, in your view**	**Rank your chosen seven from 1 (most important) to 7 (least important)**
Lack of time		
Funding for staff development		
Lack of management support or expertise		
Aging VET workforce/resistance to change		
Teachers' problems with working with CBT and training reform		
Lack of funding (general)		
National or organisational lack of vision		
VET workforce casualisation/contracts		
Organisational culture does not facilitate staff development		
Constant change		
Lack of incentive/career structure		
Lack of access to staff development		
Lack of access to technology		
Lack of national/State staff development		
Lack of encouragement/incentive for university teaching qualification		
Other (please specify)		

Question 6a (New question)

Do you have any views about how any of these barriers (choose up to 3) might be overcome?

Question 7

[This question was asked only in Round 1. It asked respondents to nominate a professional development program that they believed had contributed to the improvement of practice of VET teachers/trainers.]

Question 8

Thinking about the quality of VET provision, what do you think will contribute most to the improvement of the quality of VET provision over the next five to seven years?

As with previous questions, we would like you to choose and rank the seven you regard as most important. The categories are those identified by respondents in Round 1.

CATEGORIES	Tick the seven most important, in your view	Rank your chosen seven from 1 (most important) to 7 (least important)
Support for staff development/training		
More general funding		
Better management practices		
Management/team vision		
Better qualified VET teachers		
Research		
Recognition of importance of teaching skills		
Quality of teachers		
Funding for staff development/training		
Better wages/conditions		
Training packages		
Increase in status of VET		
Better links between VET & industry		
Quality endorsement		
Clear policy directions		
Rethink relative status of industry/ community/individuals as VET clients		
Accountability based on outcomes		
Availability of new technology		
Other (please specify)		

Question 9

Any further comments

A number of respondents supplied extra comments in this section, some quite detailed.

The following statements were drawn mainly from responses to Question 9, but also from responses to other questions. We would like you to say the extent to which you agree or disagree with these statements.

SA	**- strongly agree**
A	**- agree**
U	**- undecided**
D	**- disagree**
SD	**- strongly disagree**

STATEMENT	SA	A	U	D	SD
1. The diversity of VET teachers means it makes no sense to aggregate VET teachers in a survey of this nature					
2. VET teachers need to develop a 'dual professionalism' - industry and education					
3. Centres for Teaching and Learning should be established in VET providers					
4. We need to maximise and build on teachers' personal strengths					
5. Professional development should be put into the universities because VET teachers should be allowed to stand back from the tensions and confusions of the workplace					
6. Teachers need to be good 'bullshit detectors' to see behind the policy rhetoric					
7. Teachers are having to develop their own human capital through professional development, especially casual staff					
8. Teachers have to balance their own local industry's needs and wants with curriculum derived from ITABs, which don't represent 'real industry'					
9. Many PD programs are about getting teachers to toe the policy line					
10. Few people have any conception of what VET will be like in the future - even the short-term future with RTOs and Training Packages					
11. There will be a move from teaching to assessment					
12. We need more opportunity for teachers to share their practice with each other 13.					

Question 10

Yes/No

Would you be willing to participate in a Third Round of this survey?

Name ....

Question 11

Any other comments

Please add any other comments you wish relating to VET teachers/trainers and their development.

Attachment 3

DELPHI STUDY OF KEY STAKEHOLDERS – Round 3

Thank you to those people who responded to one or both rounds of the Delphi survey which is part of an NREC-funded project about the professional development of VET teachers and trainers. We hope you will be able to participate in this third and final round. We are also sending this to people who may not have responded to either round, but who are nevertheless invited to participate in this round.

This round:
1. Provides feedback on the results of Round 2 (shaded questions)
2. Asks you to respond to some of the outcomes of Round 2 ('white' questions)
3. Seeks your opinion about participating in this method of research (in the section 'Questions about the Delphi process'), and
4. Provides an opportunity for making further comments about the issues under investigation in the research project.

Although the questionnaire looks quite long, most of the length consists of feedback on Round 2. There are not very many questions for your to answer. To make it easier for you to find the bits you have to fill in, we have shaded the feedback sections, so the only parts for you to answer are those in the 'white' sections.

The survey should be returned to: (envelope enclosed)
Erica Smith
School of Education
Charles Sturt University
PO Box 588
Wagga Wagga NSW 2678

Or faxed to Louise Jacobson on: 02-6933 2768 (email: esmith@csu.edu.au).

We presented a paper on the results so far at the AVETRA (Australian VET Researchers' Association) conference at RMIT in Melbourne in February, and were pleased to see several Delphi participants in the audience. Some of the points raised at the conference session have been incorporated in this Round. Thank you to everyone who offered suggestions and comments. As suggested, we are also going to trial the questionnaire with some groups of VET teachers and trainers. If you would like a copy of the conference paper, please ring Louise or email her at: ljacobson@csu.edu.au

Erica Smith — Doug Hill
On behalf of the project team
22 March 1999

Attachment 4

Professional Development of VET Teachers and Trainers

Survey

Invitation to teacher participants

A national research project is being conducted by the Centre for Research in Education, Equity and Work, at the University of South Australia, the Group for Research in Employment and Training at Charles Sturt University and the TAFE Queensland Centre for Advancement of Innovative Learning. The project is funded by the ANTA National Research and Evaluation Committee. The project is entitled "Improving the Quality of VET Provision: The Role of Staff Development for Teachers and Trainers in VET Providers". An important focus for the project is identifying the kinds of challenges which VET teachers/trainers have faced or will face and the kind of staff development, which has helped or will help them. A short survey has been developed to obtain some of this information.

We have administered this survey to 50 'key stakeholders' in the VET system: national and State policy and staff development personnel; teacher union representatives; representatives of public and private providers. Now we want to see whether teachers' own views are consistent with those of these 'key stakeholders'.

The 50 people who have responded have replied to a series of three questionnaires, each slightly different from the previous one. We have amalgamated these questionnaires for the teacher survey; and the teacher survey includes some feedback from the 'key stakeholders'. Although the survey looks long it should not take you more than 20 minutes to complete. We will send you a summary of the outcomes from this survey.

Comments

Please give your own opinions which may differ from those of your organisation. Your individual responses will be confidential and comments in the feedback from the survey will not be attributed to particular respondents.

Thank you for considering this request. We hope you decide to help. Please return your survey to the contact person who will collect the surveys and return them to us. If you have any queries please ring Doug Hill on 02-6933 2442.

Erica Smith
Doug Hill
for the Project Team

Telephone survey of human resource personnel in public and private registered training organisations

The size of the sample of registered training organisations (to be approximately 400) was determined by a number of factors including cost and recommendation from the National Research and Evaluation Committee.

The surveyed population comprised:

- all public providers (n=70) listed on the OZJAC database as at February 1999, and
- a stratified random sample of private providers (n=346) drawn from a customised NTIS database developed for this project by the Curriculum Corporation (n=3,435 excluding 415 schools, bible colleges and State/Territory Training Authorities). The numbers of private providers chosen randomly within each State/Territory by the interviewers were in proportion to the total numbers in each State/Territory whose registration was listed as current on the NTIS database as at 13 April 1999. Table D1 sets out the *proposed* sample and its distribution by State/Territory.

Table D1: Proposed sample for telephone survey, by State/Territory

State/Territory	Total number of private RTOs in the State/Territory	Proportional number of private providers	Total number of public providers (TAFE)	Total number of RTOs for the State/Territory
ACT	118	12	1	13
NSW	709	71	9	80
NT	79	8	3	11
QLD	867	87	16	103
SA	335	33	8	41
TAS	132	13	1	14
VIC	776	77	18	95
WA	427	43	14	57
TOTALS	3443	344	70	414

The telephone interviews were conducted using the MS CATI (Computer Assisted Telephone Interviewing) system at the University of South Australia. Trained interviewers conducted all interviews using a standardised interview schedule. The data collection process was monitored to ensure the quality of the data collected.

Interviews were held with the person nominated by the provider as the one who had particular responsibility for managing human resources and was in a position to provide information on staff numbers, employment details and staff development arrangements. These persons reported various job titles to the interviewers, including Director (n=40), Manager (25), Managing Director (22), Human Resource Manager (17), Principal (16), Training Manager (14), Training Coordinator (12), General Manager (10), CEO (9), Coordinator (8) and many others.

Table D2 sets out the *realised* sample for the telephone survey.

Table D2: Distribution of *realised* sample, by type of provider and by State/Territory

	TAFE	Commercial provider	Community-based provider	Enterprise-based provider	Total number of providers
South Australia	6	17	9	6	38
Victoria	12	29	37	15	93
New South Wales	4	32	25	15	76
Northern Territory	3	4	4	1	12
Western Australia	9	22	12	8	51
Queensland	13	47	22	15	97
Tasmania	1	7	5	2	15
ACT	0	9	3	0	12
TOTAL	48	167	117	62	394

In the sample of 394 RTOs were 42% (n=167) commercial providers, 30% (n=117) community-based providers, 16% (n=62) enterprise-based providers and 12% (n=48) TAFE colleges/institutes.

STAFF DEVELOPMENT SURVEY

ORGANISATIONAL PERSPECTIVES

PART A

This section of the survey is asking you about the teachers and trainers who work in your organisation.

1.

What was the total number of teachers and trainers working in your organisation as at 30th June 1999?

> *Teaching and trainers are here defined as those persons who have responsibility for teaching and developing education and training programs. They include program coordinators, curriculum development officers, etc.*

2.

Estimate the numbers of teachers, trainers and consultants working in your organisation in each of the given categories as at 30th June 1999.

> *Permanent staff are all staff employed on an ongoing continual basis*
>
> *Contract staff are all staff employed on a fixed term contract*
>
> *Casual/sessional staff are all staff employed on an hourly basis (they are not entitled to sick pay or paid holidays)*
>
> *Self-employed independent contractors are self-employed staff recruited for a specific period of time to undertake a specific role such as curriculum development, research etc.*
>
> *Agency-employed staff are those employed by a labour hire firm or an employment agency who are then subsequently hired out to organisations*

Permanent staff		Contract staff		Casual/Sessional staff		Self-employed contractors		Agency-employed staff	
Males	Females	Males	Females	Males	Females	Males	Females	Males	Females

3.

When your organisation recruits teachers or trainers, from where do you usually recruit them? Please rank as many sources as are relevant for each category of staff, 1 being first source, 2 being second etc.

• from industry				
• from public VET providers				
• from private VET providers				
• from recent university graduates				
• from staff already employed within your organisation				
• from secondary schools				
• from employment agencies/labour hire firms				
• other (please specify)				

4.

What minimum level of skills and qualifications does your Registered Training Organisation currently require for each of the following categories of teachers and trainers?

> *Initial skills and qualifications could include:*
> - *Workplace Trainer Category I or II*
> - *Other Train the Trainer programs*
> - *National Teaching and Learning (NTL)*
> - *Workplace Assessor Qualification*
> - *A teaching qualification such as a degree or diploma*
> - *A prescribed period of experience in industry*
> - *Certificate/diploma or degree in industry/content area*
> - *Membership of specific professional bodies/associations*
> - *Postgraduate qualification (Graduate Certificate, Graduate Diploma Masters, PhD)*

	Initial skills and qualifications
Permanent staff	
Contract staff	
Casual/Sessional staff	
Self-employed contractors	
Agency-employed staff	

5.

How do you determine the minimum qualifications for each category of staff that you listed in Question 4?

....

....

....

....

6.
How useful do you believe the following teaching / training qualifications are for your staff?

Please note: with the introduction of the Training Package for Assessment and Workplace Training, some of the names of qualifications have changed. Where this has happened, older qualifications (relating to the competency standards in use prior to 1999) have been designated "pre 1999". The unit "Train in small groups" appears in the new Workplace Assessor and Trainer Training Package and replaces the Workplace Trainer Category 1 qualification. The Certificate IV in Assessment and Workplace Training and the Diploma in Training and Assessment Systems are new qualifications in the new Training Package.

Please circle one response for each item.

	Very useful	Useful	Only useful to some extent	Not useful	Not applicable to my organisation
Workplace Trainer Cat. 1 (Pre 1999)	4	3	2	1	0
(Train in Small Groups – Certificate of attainment)	4	3	2	1	0
Workplace Trainer Cat. 2 (Pre 1999)	4	3	2	1	0
Certificate IV in Assessment and Workplace Training	4	3	2	1	0
Workplace Assessor qualification	4	3	2	1	0
National Teaching and Learning	4	3	2	1	0
Diploma in Training and Assessment Systems	4	3	2	1	0
Teaching qualification such as a diploma or degree	4	3	2	1	0
Post graduate qualifications in education (eg Graduate Certificate, Graduate Diploma, Masters or PhD)	4	3	2	1	0

7.
How useful do you believe the following qualifications in industry / content specific knowledge are for your staff?

Please circle one response for each item.

	Very useful	Useful	Only useful to some extent	Not useful	Not applicable to my organisation
Certificate/diploma in industry / content area	4	3	2	1	0
Degree in industry / content area	4	3	2	1	0
Post graduate qualifications in industry / content area (eg Graduate Certificate, Graduate Diploma, Masters or PhD)	4	3	2	1	0

PART B

This part of the survey is asking you about staff development for teachers and trainers in your organisation.

Staff development includes activities undertaken by your staff to enhance their performance at work. They are designed to develop employment-related skills and competencies. They can be offered in a variety of modes (face-to-face, using flexible delivery strategies). For the purposes of this survey, staff development activities can include any of the following:

- *Workshops, lectures, tutorials, seminars, conferences and training courses, video/audio conferencing, action learning sets*
- *Staff development programs offered under the auspices of a national group (eg Framing the Future) or provided by state-based organisations using state or federal grant money*
- *Study at TAFE, University or some other tertiary organisation*
- *Industry release (that is, spending time in industry to update skills and knowledge)*
- *Interstate or overseas study tours*
- *Staff exchange programs*
- *Programs provided by professional associations*
- *Mentoring programs*
- *Peer appraisal programs (such as those that involve staff members observing each other facilitating learning and then discussing outcomes)*

8.

Does your organisation have:
(Please tick relevant boxes)

	Yes	No
a. a specialist staff development unit or section?	☐	☐
b. a staff development/HR manager?	☐	☐
c. an officer with specific responsibility for staff development?	☐	☐
d. a staff development committee?	☐	☐

9.

How are staff development needs predominantly determined for each of the following groups of staff?

Please rank as many boxes as are relevant for each category of staff. 1 being most frequent, 2 being second etc.

	Permanent staff	Contract staff	Casual/sessional staff
Skills audit			
Training needs analysis			
Performance appraisal or work plan interview			
Workplace agreement			
State/national policy			
Responses to client satisfaction surveys			
Informal methods			
Individual teachers/trainers decide what they need			
Other, please specify			
....			
....			
....			

10.

Which of the following strategies does your organisation currently use to determine the types of staff development activities that teachers and trainers undertake?

(Please tick relevant boxes)

	Yes	No
a. a list of staff development activities is circulated to staff and they nominate what they want to attend	☐	☐
b. a list of staff development activities is circulated and supervisors/managers nominate which staff they want to attend	☐	☐
c. teachers and trainers decide what staff development they want to undertake and they negotiate with the appropriate staff	☐	☐
d. teachers and trainers are assessed in a formal way (eg against competencies, staff development plan etc.) and a staff development plan is prepared	☐	☐

f. other, please specify

11.

Do you have any specific programs in place to assist teachers and trainers in keeping up-to-date in their industry?

Yes ☐ If yes, describe these programs in the space below (please include details of the groups of staff (permanent, contract, casual/sessional) that have access to these programs

No ☐ If no, go to question 12

....

....

....

....

....

12.

What factors are taken into account when deciding to support staff development activities for the various categories of staff in your organisation?

Factors affecting staff development support for permanent staff:

....

....

....

....

Factors affecting staff development support for contract staff:

....

....

....

....

Factors affecting staff development support for casual sessional staff:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

13.

Which of the following types of support does your organisation currently provide, and how often, to the different groups of teachers and trainers for their staff development activities?

Please circle one response for each group of staff using the following scale
1 = Never
2 = Sometimes
3 = Always

	Permanent Staff	Contract Staff	Casual/sessional Staff
A fixed amount of paid time	1……2……3	1……2……3	1……2……3
Assistance with HECS fees (for university courses)	1……2……3	1……2……3	1……2……3
Assistance with the cost of books or materials	1……2……3	1……2……3	1……2……3
Assistance to cover the cost of attendance fees, registration fees	1……2……3	1……2……3	1……2……3
Assistance to cover cost of travel to staff development activities	1……2……3	1……2……3	1……2……3
Other support (please specify)			
………………………………………………	1……2……3	1……2……3	1……2……3
………………………………………………	1…..2…..3	1…..2…..3	1…..2…..3
………………………………………………	1…..2…..3	1…..2…..3	1…..2…..3

14.

What are the most important factors influencing the decisions your organisation makes about staff development for its teachers and trainers?

....

....

....

....

....

15.

This question is asking for some background information about your organisation. Please tick one response for each question.

(a) Which one of the following categories best describes your organisation?

TAFE	☐
Commercial provider of VET (delivering training to private individuals on a fee-for-service basis, eg business college)	☐
Community-based provider of VET (funded by government or community-sponsored organisations, eg adult education centre)	☐
Other (please specify)	☐

____

(b) In which state/territory is your organisation?

____

(c) Is your organisation located

	Yes	No
a. within a capital city?	☐	☐
b. within a major provincial city?	☐	☐
c. within a region classified as rural/remote?	☐	☐

(d) What level(s) of qualifications does your organisation provide to its clients?

Please tick as many boxes as are relevant.

Certificate I ☐

Certificate II ☐

Certificate III ☐

Certificate IV ☐

Diploma ☐

Advanced Diploma ☐

Degree ☐

Graduate Certificate ☐

Other (please specify) ....

(e) What is the title of your position in the organisation?

....

Appendix E

Questionnaire survey of teachers/trainers in public and private registered training organisations

The sample

From the telephone survey of 394 human resource personnel (Appendix D), 311 registered training organisations agreed to forward questionnaires to small samples of their teachers and trainers. The following table sets out the distribution of these by State and type of provider.

Providers who agreed to distribute questionnaires to teachers/trainers									
State/ Territory	Commercial providers	Community -based providers	Enterprise-based providers	Total Public	Total Private	Total no. of providers for each State/ Territory	Refusals	Out-of-scope	N
TAS	6	4	2	1	12	13	2	1	16
ACT	5	3	0	0	8	8	3	1	12
SA	11	9	4	6	24	30	8	1	39
VIC	21	30	12	11	64	75	18	0	93
NSW	28	19	11	3	58	61	16	0	77
NT	4	3	1	3	8	11	1	0	12
WA	13	9	5	8	27	35	16	2	53
QLD	38	20	9	11	67	78	22	4	104
Totals	126	97	44	43	268	311	86	9	406

The following table details the number of questionnaires sent to public and private training providers by State/Territory.

State/Territory	Number of questionnaires sent to private RTOs	Number of questionnaires sent to public RTOs	Total
TAS	67	90	157
ACT	65	0	65
SA	143	263	406
QLD	403	403	806
WA	163	284	447
NSW	732	510	1242
NT	70	99	169
VIC	756	434	1190
Totals	2399	2083	4482

Response rate

A total of 4,482 questionnaires were sent to 311 registered training organisations for distribution to their teachers/trainers.

Responses were received from 809 teachers/trainers. Of these, 123 were not useable (questionnaires were returned by human resource officers or individual teachers who decided not to distribute questionnaires because they felt they were not relevant).

In total, therefore, 686 responses were usable, giving a response rate of 16%. This response rate is low and can be attributed to a number of factors including:

- The timing of the survey (November-December). Many RTOs would have been preoccupied with end of year procedures which would not have predisposed them to spend time on a questionnaire.
- Anecdotal evidence from teachers/trainers and some organisational contacts suggested that RTOs were becoming weary of responding to surveys and hence declined to participate because of this.
- It was very difficult to determine the exact numbers of questionnaires to send to each RTO. In many instances our calculations to determine the number of questionnaires to send to a RTO were based on their estimates of the numbers of teachers/trainers they employed. This may have resulted in too many questionnaires being distributed and therefore not returned because they were not needed.
- The mechanism used to distribute questionnaires to teachers/trainers was not direct. Some organisations may, on receipt of the questionnaires, have decided not to proceed with the process. In addition, the time taken to distribute the questionnaires to the teachers/trainers in some instances was quite lengthy. In these cases, the due date for the return of the questionnaire had long past. This would have resulted in a number of teachers/trainers deciding not to participate.

However, the resulting number of returned questionnaires to be included in the analysis still represents one of the largest surveys of VET teachers/trainers undertaken in Australia in recent times.

Distribution of respondents by State

State/Territory	Frequency	Percentage
Australian Capital Territory	3	0.4
New South Wales	65	9.5
Northern Territory	13	1.9
Queensland	74	10.8
South Australia	89	13.0
Tasmania	32	4.7
Victoria	100	14.5
Western Australia	53	7.7
Not known	257	37.5
Total	686	100.0

Distribution of respondents by mode of employment

Mode of employment	Frequency	Percentage
Permanent	361	52.9
Contract	159	23.3
Casual/sessional	135	19.8
Self-employed contractors	28	4.1
Missing	3	-
Totals	686	100.0

Number of years teachers/trainers had been employed in their current organisation

The mean number of years teachers/trainers had been in their organisation was 8.0 years (SD = 7.2017). The minimum amount of time was 0 years, and the maximum amount of time was 36 years.

The following table sets out the distribution of the sample by years with their current organisation.

Number of years with current organisation	Frequency	Percentage
2 years or less	181	26.9
3 - 5 years	149	22.2
6 - 10 years	152	22.8
11 - 15 years	70	10.4
16 - 20 years	69	10.3
21 + years	50	7.4
Missing	15	-
Total	686	100.0

Just under one half of all teachers / trainers (49%) had been working in their current organisation for five years or less.

Number of years teachers/trainers had been in their current position

The mean number of years teachers/trainers had been in their current position was 5.1 years (SD = 5.2081). The minimum amount of time was 0 years, and the maximum amount of time was 28 years.

Modes of delivery that teachers/trainers were predominantly working within their organisation

Mode of delivery	Frequency*	Percentage
Predominantly institution-based	356	51.6
Predominantly flexible	196	28.4
Predominantly workplace-based	124	18.0
Combination of modes	202	29.3

* Some respondents gave more than one answer

Employment with more than one VET provider

141 teachers/trainers reported that they worked with another VET provider

Main occupation of teachers/trainers

163 (23.6%) of respondents reported that their main job was not that of a VET teacher/trainer

Fields of education teachers and trainers predominantly teach/train in

Field of education*	Permanent	Contract	Casual/ Sessional	Self-employed contractors
Arts, humanities, social science	33	12	15	0
Architecture, building	19	9	5	12
Business, administration	78	21	22	6
Sales and marketing	13	6	12	4
Computing	37	14	27	0
Economics, law, legal studies	15	2	0	3
Surveying, engineering (civil, electrical, mechanical)	33	6	5	6
Health, community services	54	29	19	1
Agriculture, horticulture and related fields	14	12	5	3
Service, hospitality	29	21	12	3
Transport industries	16	4	2	4
Science, veterinary science, animal care	5	1	3	0
Education	37	8	17	1
Multi-field education (ESL, literacy, numeracy, etc.)	55	38	29	3

* Some respondents gave more than one answer

Gender

	Frequency	Percentage
Male	316	46.6
Female	362	53.4
Missing	8	-
Total	686	100.0

Age

Age Group	Frequency	Percentage
20 – 24 years	11	1.6
25 – 29 years	29	4.3
30 – 34 years	46	6.8
35 – 39 years	91	13.5
40 – 44 years	149	22.0
45 – 49 years	154	22.8
50 – 54 years	119	17.6
55 + years	77	11.4
Missing	10	-
Total	686	100.0

Type of organisation that distributed questionnaire to teacher/trainer

Type of organisation	Frequency	Percentage
TAFE	373	54.9
Commercial provider of VET	72	10.8
Community-based provider of VET	135	20.0
Enterprise-based provider of VET	35	5.2
Other	62	9.1
Missing	9	
Total	686	100.0

STAFF DEVELOPMENT SURVEY

TEACHER/TRAINER PERSPECTIVES

This questionnaire is part of a large nation-wide survey examining staff development for teachers and trainers employed in the VET sector. Please answer all questions with reference to the organisation that asked you to participate in this survey.

SECTION 1: BACKGROUND

In this section we would like some background information about yourself and your employment as a teacher/trainer.
Please tick the appropriate box or place a brief written answer in the space provided.

1.1

What is the status of your current employment?

> *Permanent staff are all staff employed on an ongoing continual basis*
>
> *Contract staff are all staff employed on a fixed term contract*
>
> *Casual/Sessional staff are all staff employed on an hourly basis (they are not entitled to sick pay or paid holidays)*
>
> *Self-employed independent contractors are self-employed staff recruited for a specific period of time to undertake a specific role such as curriculum development, research etc.*
>
> *Agency-employed staff are those employed by a labour hire firm or an employment agency who are then subsequently hired out to organisations*

A. Permanent ☐

B. Contract ☐

C. Casual/sessional ☐

D. Self employed, independent contractor ☐

E. Agency-employed staff ☐

1.2

How many years have you worked a) in your current organisation? ________________

b) in your current position? ________________

What is the title of your current position in the organisation? ________________

1.3

Which of the following modes of delivery are you involved with in your work as a teacher/trainer?
Please tick as many as are applicable to you.

A. Predominantly off-job (institution-based) ☐

B. Predominantly on-job (in a workplace) ☐

C. A combination of on and off-job training ☐

D. Predominantly flexible modes of delivery ☐

1.4

Are you currently employed as a teacher /trainer for any VET provider(s) other than the one that gave you this questionnaire to complete?

Yes ☐ No ☐ If yes, please go to question 1.5
If no, go to question 1.6

1.5

When you work for these providers, what is the nature of your employment with them?

A. On a permanent basis ☐

B. On a contract basis ☐

C. On a casual/sessional basis ☐

D. As a self employed, independent contractor ☐

E. As labour hire / employment agency staff ☐

1.6

Is your main occupation as a teacher /trainer?

Yes ☐ No ☐ If no, what is your main occupation?

....

1.7

Which of the following fields of education best describes the types of programs you most often are involved in delivering?
Please tick one box only.

- A. Arts, humanities, social science ☐
- B. Architecture, building ☐
- C. Business, administration ☐
- D. Sales and marketing ☐
- E. Computing ☐
- F. Economics, law, legal studies ☐
- G. Surveying, engineering (electrical, civil, mechanical etc) ☐
- H. Health, community services ☐
- I. Agriculture, horticulture and related fields ☐
- J. Service, hospitality ☐
- K. Transport industries ☐
- L. Science, veterinary science, animal care ☐
- M. Education
- ☐
- N. Multi-field education (eg ESL, literacy, numeracy, Pre-employment, adult basic education)

1.6

Gender Male ☐ Female ☐

1.7

Age group	20 – 24 years	☐	25 – 29 years	☐
	30 – 34 years	☐	35 – 39 years	☐
	40 – 44 years	☐	45 – 49 years	☐
	50 – 54 years	☐	55 + years	☐

1.8

Which one of the following categories best describes the RTO that gave you this questionnaire?

TAFE ☐

Commercial provider of VET (delivering training to private individuals on a fee-for-service basis, eg business college) ☐

Community-based provider of VET (funded by government or community-sponsored organisations, eg adult education centre) ☐

An enterprise-based provider of VET ☐

Other (please specify) ☐

____

1.9

Is the RTO that gave you this questionnaire:

	Yes	No
a. a single site RTO?	☐	☐
b. a multi site RTO?	☐	☐

SECTION 2: FORMAL QUALIFICATIONS

In this section we would like some information about your formal qualifications.

Formal qualifications are courses where an award is conferred upon successful completion. They can include postgraduate and graduate qualifications (in a discipline/trade, or a specific teaching qualification) and/or Workplace Trainer/Assessor Certificates.

2.1

What formal qualifications have you acquired?

Please
a) list these in the space given below
b) indicate (by ticking the relevant box) whether you acquired these qualifications before or after you commenced employment with the RTO that gave you this questionnaire and
c) rate each of the qualifications you have acquired in terms of their relevance to your current work where

1 = very relevant,	2 = relevant
3 = somewhat relevant	4 = not relevant

	Acquired before employment	Acquired after employment	Rating (Relevance)
A.	☐	☐	☐
B.	☐	☐	☐
C.	☐	☐	☐
D.	☐	☐	☐
E.	☐	☐	☐

2.2

Are you CURRENTLY completing a formal qualification?

Yes ☐ No ☐

If yes, continue onto to question 2.3
If no, go to question 2.6

2.3

What qualifications are you currently studying for? Please list these in the space below and indicate the type of educational institution that is delivering these qualifications.

Deliverers of qualifications can include a university, TAFE institute, a combination of a university and TAFE institute/other private provider, a professional association or union, a community provider, a commercial private provider.

....

....

2.4

Are you receiving any support from your employer to assist you with the formal studies you are currently completing?

Yes ☐ No ☐ If yes, please continue onto question 2.5
If no, go to question 2.6

2.5

Which of the following types of support are you receiving?
Please tick as many boxes as are relevant to you.

A fixed amount of paid time ☐

Assistance with HECS course fees ☐

Assistance with the cost of books/ materials ☐

Other support (please specify)

....

....

2.6

Why did you complete/ or are you completing these formal qualifications?
Please rank as many reasons as are relevant to you, 1 being the most important, 2 being second etc.

A. To acquire qualifications ☐

B. To enhance qualifications already achieved ☐

C. To keep up with current job ☐

D. Requirement of employer ☐

E. To learn/update industry knowledge and skills ☐

F. To increase job satisfaction ☐

G. To get promotion in the short term ☐

H. To assist long term career prospects ☐

I. To maintain place in the job market ☐

J. Other, please specify: ....

SECTION 3: STAFF DEVELOPMENT OTHER THAN FORMAL QUALIFICATIONS

In this section we would like information about the structured education and training activities (EXCLUDING formal qualifications) that you have undertaken in the last 12 months whilst employed with the organisation who gave you this questionnaire to complete.

Structured education and training activities are work-related activities that could be initiated by your employer or yourself. They are designed to develop employment-related skills and competencies, but which do not lead to a formal qualification. Structured education and training activities can include workshops, lectures, tutorials, training seminars, conferences, industry release, interstate or overseas tours to observe best practice, new developments etc., action learning programs (such as Framing the Future), flexibly delivered programs, self-directed learning packages.

3.1

In what areas did you undertake structured education and training activities **in the last 12 months (excluding the formal qualifications you listed in Section 2)?**

Please tick as many items as are relevant to you and then for each item you have ticked

a) rate each of the qualifications you have acquired in terms of their relevance to your current work where

1 = very relevant, 2 = relevant
3 = somewhat relevant 4 = not relevant

b) indicate the approximate number of hours (contact and study time) you spent undertaking staff development on each topic

	Ranking (Relevance)	No. of hours
A. Leadership and management skills	☐	________
B. Industry liaison	☐	________
C. Project management	☐	________
D. Quality assurance	☐	________
E. Computing/IT	☐	________
F. Interpersonal skills, team work	☐	________
G. Research skills	☐	________
H. Occupational Health and Safety	☐	________
I. Training Packages	☐	________
J. User Choice	☐	________

		Ranking (Relevance)	No. of hours
K. New Apprenticeships	☐	☐	______
L. Updating teaching/training skills	☐	☐	______
M. Updating knowledge of discipline/field	☐	☐	______
N. Assessment	☐	☐	______

O. Other, please specify (include an indication of the relevance of these topics and the number of hours spent in staff development on each)

....

....

....

....

3.2

For the structured education and training activities you indicated in 3.1, if there was a cost involved, how were these activities funded?

Funded totally by me	☐
Funded totally by my employer	☐
Funded jointly by me and my employer	☐
Funded by other sources (please specify)	☐

____

If the costs were shared, approximately what percentage of the costs were covered by you and your employer?

______% funded by employer ______% funded by me

Who provided these structured education and training activities?
Please tick as many boxes as are relevant:

Public VET provider other than the RTO you work for	☐
The RTO that employs you	☐
University	☐
Industry/enterprise	☐

Other organisations (please specify)

....

3.3

Why did you participate in the structured education and training activities you have listed in 3.1?

Please rank as many reasons as are relevant to you, 1 being the most important, 2 being the second etc.

A. To enhance qualifications already achieved ☐

B. To keep up with current job ☐

C. Required by employer ☐

D. To learn/update field/disciple knowledge/skills ☐

E. To increase job satisfaction ☐

F. To get promotion in the short term ☐

G. To assist long term career prospects ☐

H. To learn/update teaching/training skills ☐

I. Other, please specify: ....

....

SECTION 4: GENERAL ISSUES

This section is asking for your opinions about some general issues relating to staff development for VET teachers/trainers.

4.1

Have any of the following factors prevented you from undertaking formal qualifications or attending education and training activities in the last 12 months?
Please tick as many factors for each type of activity as applies to you.

	Formal qualifications	Structured education & training activities
A. Approval to attend was not given	☐	☐
B. Available places already taken	☐	☐
C. No relief teachers/trainers available	☐	☐
D. RTO does not have enough funds for staff devt.	☐	☐
E. Insufficient information	☐	☐
F. I do not have enough money to fund staff devt.	☐	☐
G. Location and timing difficulties	☐	☐
H. Dissatisfied with previous education & training undertaken	☐	☐
I. Lack of encouragement from employer	☐	☐
J. Pressure of work prevented attendance	☐	☐
K. Family commitments prevented attendance	☐	☐
L. Child-care facilities not available	☐	☐
M. Activities not relevant to my needs	☐	☐
N. I'm not interested in education and training	☐	☐
O. I am not eligible to attend		
P. Negative reports about education & training activities discouraged me from attending		
Q. I was reluctant to take time off without pay		

Other factors, please specify: ……………………………………………………………………………

……………………………………………………………………………………………

Case studies of staff development sites and programs

Protocol for site visits

Introduction

Case study sites will be selected as examples of 'good practice' in relation to the provision of staff development for VET teachers and trainers. Case study visits will require members of the research team to:

- view each organisation's staff development policies, documentation
- speak with personnel who have responsibility for SD
- talk to teachers/trainers about their experiences of SD within that organisation

Setting up the site visit

Before the visit, the manager of each site will be contacted to confirm the site visit and to make arrangements for access to staff development personnel, relevant documentation and teachers/trainers.

In establishing the visit it will need to be made clear that the case study will be written up and a draft sent to the key contact person in each organisation for comment and information. Permission will be sought to publish the name of the provider, or alternatively, the identity of the site could be disguised.

When discussing the visit, the manager will need to be asked to set up interviews with approximately 8-12 teachers and trainers. They can be interviewed individually or in small groups. Teachers and trainers to be interviewed need to be selected so that they reflect the staff profile of the institution in terms of the following 8 categories. Employment mode and experience should be given the highest priority.

1 Employment mode (permanent, contract, casual/sessional, self-employed independent contractors and agency employed staff)
2 Years of experience (new: up to three years; experienced: 4-10 years; very experienced: + 10 years)
3 Nature of position held in the organisation (tutor, trainer, teacher, etc.)
4 Industry area
5 Gender
6 Age
7 Teacher education (certificate IV; diploma, bachelors degree, higher degree)
8 Vocational training (certificate or equivalent; associate diploma; diploma; undergraduate degree, postgraduate degree)

These personnel will be contacted by the research team to confirm the place and time for contact during the visit. Questions to be discussed with these personnel will be sent to them prior to the visit. Permission will be sought to audiotape interviews. Staff will also be asked whether they wish to receive a transcript of the interviews.

Conducting the site visit

Each site visit will last for approximately 3 days. Over this time it should be possible to interview up to 12 teachers and trainers, in addition to examining policies/documentation and interviewing SD/HR staff.

The **first part of the visit** will involve an examination of policies/documentation in relation to staff development. The documentation will be ranked against the following criteria:

- degree to which policies/documentation accommodate the mix of staffing modes within the organisation
- responsiveness of policies/documentation to emerging VET issues
- linkages between policies/documentation and emerging issues in relation to VET policies at the national, State, regional and local levels
- degree to which policies/documentation address not only enterprise but also personal and career needs of teachers/trainers
- practices in place to evaluate SD practices
- place of SD in overall management and strategic planning processes for the organisation
- specific details on what PD is provided at different levels (institute, campus-specific, faculty/teaching program etc)
- content and processes used in recent PD initiatives
- who bears the cost of PD
- links (if any) between PD and industrial awards, promotional opportunities, career development

It may also be necessary to speak to specific personnel about the policies/documentation to clarify any issues that arise.

The **second part of the visit** will involve an interview with the HRD/PD personnel. Attachment 1 contains the draft interview schedule to be used.

The **third part of the visit** will involve interviewing the teachers and trainers. Attachment 2 contains the draft interview schedule to be used with teachers/trainers. Depending on the circumstances, these questions could be used either with an individual teacher/trainer or in small groups (3–5 persons). The small group interviews should take about 1 hour, the individual interviews up to 45 minutes. The assumption has been made that the teachers/trainers selected for interviews will have already completed a questionnaire. Hence questions relating to staff development undertaken in the last 12 months and payment/support to undertake staff development will have been already answered. (If this is not the case, this data will need to be collected at the time of the interview.)

After completing the site visit
A report will be required. Details will be provided.

Protocol for examination of programs

Introduction

Programs to be examined are recognised examples of 'good practice' that have been implemented either at an individual, work team, institutional, regional, state or national level.

The case studies will involve examining these initiatives in depth using a number of strategies including:

- developing an in-depth description of the program including what type of program it is, who developed it, how was it developed
- analysis of documentation about the development and implementation of the program including its antecedents, rationale, objectives, key strategies etc.
- analysis of any evaluations (where they exist) of the program
- interviews (by phone or face-to-face if appropriate) with key stakeholders (participants in the program, managers)

Questions for developers/key stakeholders

1 Why was the program developed in the first instance? What gap/need was it developed to address?

2 To what extent did the development of the program take into account the different employment modes of VET teachers and trainers? How is this evident in the program?

3 What barriers might:
- permanent staff
- contract staff
- sessional/casual staff

encounter when they attempt to access this program of SD? How can these barriers be decreased?

4 What are the characteristics of this program that contribute to its recognition as 'best practice' SD for VET staff?

5 What contribution does this program make to the goal of assisting teachers and trainers to address the following emerging issues?
- training packages
- New Apprenticeships
- user choice
- flexible delivery
- operating in a competitive market
- dealing with the pace of change
- using technology
- keeping up to date with changes/understanding changes to VET
- developing knowledge in teacher's content/discipline area

6 To what degree does this program of SD contribute to improving the quality of VET provision by teachers and trainers? What other factors contribute to the quality of VET provision? Where would you rate the contribution of this particular form of SD compared with these other factors?

7 How might other organisations/individuals go about implementing this sort of program? What particular factors do you think other organisations/individuals might need to take into account in order to successfully use this program?

Questions for program participants

(Seek some background information about the participants including employment mode, years of experience as a teacher/trainer, type of work they are currently undertaking, industry area, any teaching/vocational training qualifications that they have or are completing)

How did you become involved in this program?

What has your participation in the program required you to do?

Have you received any support (financial, other) from your employer to undertake this program? If yes, describe this support.

What, for you, have been the most significant features of this program?

What features/aspects of the program appealed to you most? What features/aspects did you dislike?

What significant advantages/disadvantages does this program have compared with other staff development programs you have undertaken.

In your opinion, how does this program cater for the needs of casual/session and contract VET teachers/trainers?

How do you think your participation in this program has contributed to improving the quality of your practice as a VET teacher/trainer?

Did this program address some of the following policy initiatives/key issues in staff development for VET teachers/trainers:

- training packages?
- New Apprenticeships?
- user choice?
- helping you to keep up with changes in the sector
- helping you to keep up with your content (discipline) area
- helping you to learn about flexible delivery
- helping you to use technology in your work

If yes, what did the program do to address these issues and how well were these issues covered? If no, should they have been covered and how might this have been done?

Were there any barriers that prevented you from getting the most from your participation in this program? If yes, what were these barriers and how might they be overcome?

Would you recommend this program to other teachers/trainers? To whom? Why would you make this recommendation?

What major changes do you think VET teachers/trainers will face in the next 5 years? If you were given a chance, how would you redevelop the program you have participated in to take into account these changes?

This program has been selected as an example of 'good practice' in the provision of staff development for VET teachers and trainers? What characteristics of this program do you think set this program apart from other programs of staff development you might have undertaken in the past?

Profiles of the 15 case study sites and programs

These profiles, in alphabetical order, are summaries of ten-page reports compiled by researchers around the various States and Territories. The full reports remain with the research team.

Bartter Enterprises

Bartter Enterprises is located near Griffith and is an integrated producer of poultry products employing 1500 people. Some years ago the company decided to invest in competency-based training to change the culture of the organisation and to improve performance. This case study site was chosen because of the success of this training and the associated staff development in the context of a very competitive industry.

The approach to training and staff development is quite pragmatic. New employees usually begin as trainees with a one-week induction program. Pay rates are linked to skill levels. Those at floor level who are seen as expert are trained to develop training manuals which are specific to production requirements and are used with new employees or employees moving to new jobs. The Training and Development unit has a small number of general trainers who are responsible for a variety of required courses such as induction to the workplace and OH&S. Those shop floor trainers who aspire to become general trainers can usually obtain most of the necessary training on site. Recently the two groups of trainers developed the industry standards for poultry processing. This required considerable staff development.

All staff at Bartters have opportunities for staff development and training. Workplace trainers and assessors are recruited from the workplace. Company policy is that staff development is a partnership whereby both the employee and the employer contribute. Training staff reported that time was a significant barrier to participation in staff development which would advance their career. Such staff development is discussed as a part of the performance appraisal and development process. The actual opportunities for the development of the training and development staff is generally less, and less formalised than that for production staff. The relatively isolated location of the plant means that training and development staff have to consider a range of options in accessing education and training. Finding the necessary information is sometimes difficult as is keeping up with current developments in the vocational education and training sector. The training and development staff say that it helps if they work as a team on such matters. Leadership is also a key issue for trainers.

Canberra Institute of Technology

Canberra Institute of Technology (CIT) is the sole public provider of vocational education and training in the ACT and offers a very wide range of courses to 20 000 students. CIT has an admirable record in the provision of a very comprehensive and innovative range of developmental opportunities for its staff. It was nominated as a case study because it was a large, single public training provider with a highly regarded program of staff development.

At the time this case study was conducted CIT had re-organised arrangements for staff development for a number of reasons.

Staff development is available for all staff irrespective of position or mode of employment. However, in practice there are many barriers to participation including the nature, time, timing and cost. For permanent teaching staff the availability of relief may be critical but for part-time or sessional instructors there may be difficulty in arranging to swap classes, reschedule other commitments or costly to complete a course at a time when the person could be earning. The form in which staff development activities are enacted also presents barriers to participation to some people, especially in the case of on-line and print-based programs.

The staff development program at CIT has many features which appear to be associated with good practice. These include, strong links with strategic goals of the provider, appropriate support such as mentoring in the workplace, accredited award for substantial courses, staff development as partnership between employee, institution and choice of delivery mode and duration and a culture which values learning.

Charles Sturt University (VET courses)

The goal of this program is to produce graduates who are competent, critical and reflective practitioners. The program seeks to equip its students with the knowledge and skills to understand and work effectively within the VET sector. Changes in the training market in the last decade have resulted in greater diversity in training providers and training opportunities. With this has developed a demand for new, more flexibly delivered courses with greater relevance for teachers and trainers. Charles Sturt University has responded with a broad-based, but industry-focussed, distance education program without the usual strong adult education emphasis to cater for the needs of both new and experienced teachers and trainers. Numbers in the program have increased since its inception in 1993 to a point where, in 2000, it had become one the largest providers in Australia. Charles Sturt University has strong links with TAFE, as the major provider of vocational education and training, and this is the case for the VET program. The specific focus on VET, the print-based delivery with on-line support, the emphasis on improving practice, the growth in numbers and positive evaluations were the main reasons for including this program as a case study.

The case study outlines the development of the course, describes its main features and summarises the outcomes of a number of evaluations. The results of interviews with five students and the course coordinator are presented. The student interviews highlighted the relevance, flexibility, and practical focus of the program and drew attention to difficulties associated with study by distance education and the need to forge work-based links and the importance of feedback and support. Evidence of the contribution of the program to longer-term staff development and improvement of VET provision is cited. Features of the program which represent good practice include its currency, its focus on well-structured teaching practice and practical assignments, its broad treatment of the whole VET sector, its close contact between students and lecturers, and the way in which it accommodates the needs of students with different backgrounds, especially those who did not complete their secondary education.

Colony 47/Productivity Plus Tasmania

Colony 47 is a relatively large and diverse community organisation which has 70 staff providing a range of housing, support, training and employment services in the community sector. Colony 47 is the lead tenderer and direct employer of staff in the Productivity Plus Tasmania (PPT) consortium (*Colony 47, Northern Joblink and MST Workplace Solutions)* contracted to deliver training programs to community service organisations as part of the State-funded health and human services initiative, the Community Sector Skills Development Program (CSSDP). In addition to conventional training PPT also assists organisations in their self development including the boards of management.

It was selected as a case study because it has a highly regarded staff development program in a sector which has not traditionally given a high priority to such programs. Staff development is necessary for Colony 47/Productivity Plus staff to understand the organisations with which they will work, to acquire the understandings and skills to meet the emerging and future training needs within those organisations and to keep up with changes in the community services sector. Productivity Plus adopts a consultative approach when assisting other community organisations in self-development and draws on its own experience as a learning organisation.

For each full-time member of staff there is a notional $500 training budget. Informal learning experiences on-the-job, mentoring and formal courses may be involved. Part-time staff are treated on a pro-rata basis but sessional staff are not. Staff development is used strategically and involves a partnership between the organisation and the employee in terms of cost and commitment. Staff are subject to individual performance appraisals at which staff development needs, both individual and corporate, are identified.

Framing the Future

Framing the Future is a national staff development program for VET practitioners funded by ANTA. The project promotes work-based action learning as a means of translating new concepts and principles into everyday practice and thus keep staff up to date with emerging changes within the VET system. Framing the Future provides funding for projects identified by groups and organisations within a framework which requires applicants to identify their own staff development needs, develop a project proposal to meet those needs, plan and implement the project and thus take responsibility for managing their own learning. Projects are designed to address an organisation's staff development needs at a particular point in time. This program was widely reported as significant and effective in surveys conducted as part of this research and also in many of the site-based case studies. It was for these reasons that Framing the Future was included as a separate case study.

Framing the Future has many important features which contribute to the positive outcomes reported in many evaluations. These features include an advisor network, negotiation between project advisors and successful applicants ongoing support and monitoring during a project and project evaluation. The model makes use of a number of learning strategies such as work-based learning, technology-based learning, action learning sets and sharing and reflection among groups of practitioners. The activities involved in projects connect directly with the work of those involved and help them solve real work problems and challenges with increase knowledge, understanding and confidence. It is claimed that the use of work-based learning helps create a learning culture.

Participation in projects seems to have resulted in ownership and encouraged the development of new ideas and co-operation. Evaluations of Framing the Future projects point to what can be considered good practice in staff development.

LearnScope

LearnScope is an ANTA-funded national staff development program which has been widely used, well-received and appropriately evaluated. For these reasons it was selected as a case study. The project provides a framework in which training providers can put forward staff development projects related to new learning technologies that will address their particular needs for flexible delivery. The key features of the LearnScope program include assessing project proposals using a series of risk and good practice indicators, selecting successful applicants, negotiating a project action plan, monitoring and supporting the project and arranging for self and external evaluation of the project. The latter is a critical success factor. Few staff development programs collect evaluation data beyond the immediate reactions of participants which makes this project different. This evaluation has helped in identifying the indicators of good practice in staff development.

The use of collaborative, work-based action learning, commonly with volunteers, has resulted in considerable success and a high reputation among those who participated. Other factors which have contributed to these outcomes include the involvement and support of major stakeholders in the organisation, the availability of the essential expertise, good planning and adequate resourcing including the relief of participants from some normal duties.

Martin College

Martin College, Sydney, is a member of Study Group Australia which is a member of Study Group International. Martin College is the largest private provider of education and training services in Australia. There are more than 1000 students at this site, many of whom are from overseas. The college has been operating for over 20 years and has developed a sound reputation for delivering quality courses and for its approach to staff development. The college employs a small core of permanent staff and a cadre of contract, part-time and sessional staff. The latter are valued for their recent or current industry experience and are employed on the basis that they already possess suitable teaching qualifications. Martin College was included as a case study because it was a large, well established private provider in good standing with a highly casualised workforce.

Martin College takes a pragmatic commercial approach to staff development where clients come first. The clients are the students and the employers who hire them. The college must charge higher tuition fees than public providers and must therefore be seen to add value to command this premium. The added value appears to be the quality of the curriculum which is centrally developed, the current industry experience of staff, and the mechanisms which ensure uniform quality in delivery. These factors influence the nature of staff development required and set limits on the responsibility of the provider. The college does not have a need for the kind of general staff development activities found in many TAFE institutes.

Martin College staff development program includes a comprehensive staff induction program, supervision and support often through teaming up experienced teachers with new staff, regular staff sharing meetings, monthly review sessions where a staff member meets with his or her supervisor, a performance appraisal process which identifies training needs preferences and other activities designed to enhance training quality. Time is a significant barrier to participation in staff development particularly for those for whom training is not their main source of income.

Northern Territory University (VET Section)

It was apparent that the situation in the Northern Territory (NT) was different from the rest of Australia, in terms of the size and scope of and arrangements for vocational education and training, and that this had important consequences for the provision of appropriate staff development opportunities. In NT, TAFE is closely linked with the school and university sectors of education. The NT University is a major provider of professional education for VET staff and is an RTO. The number of faculty members responsible of the VET program is relatively small (10). The extent to which these staff are able to access suitable professional development is thus likely to have a critical influence on the quality of much of the staff development activities for VET practitioners in NT. This was the main reason NTU was selected as the case study site for this research project.

The relative isolation of NTU is a major reason why it has a firm commitment to the professional development of its own staff and its policies and practices provide for the recognition and encouragement of individuals, regular performance assessment and career development planning and the provision of support for such development. Emphasis is placed on effective communication and appropriate resourcing. However, the cost of travel to other parts of Australia for staff development activities which are not available in the NT are high, and require a major part of the 6% of salaries set aside for staff development. Staff development is the responsibility of cost centre managers and all staff must undertake an annual performance review at which time staff development needs are identified, partly by the use of a skills inventory, and plans are made to address these needs. NTU is small and must adopt a proactive stance to ensure that its staff are sufficiently multi-skilled to respond to emerging issues and trends in an appropriate way and in an acceptable time frame. It has proved difficult to provide ongoing, structured training programs for short-term contract and sessional staff. It is often difficult to identify and arrange to participate suitable staff development activities. In general permanent lecturing staff undertake further university studies. Many of these courses are taken from other universities in Australia by distance education. There are few courses which are directly relevant for VET teacher educators. Even where such courses are identified the workloads of staff are high and this is a barrier to effective participation.

NTU VET lecturers are expected run training programs over 50 weeks of the year and work up to 800 hours per annum. There has been a strong emphasis on keeping up with VET initiatives. Good staff development in these circumstances requires choice and flexibility in mode and timing of delivery. Staff commented on the benefits of on-line delivery of appropriate staff development programs. The issue of leadership in staff development in VET in NT is critical as is the need to learn how to provide high levels of support to students, for example, indigenous off-campus learners. The development of staff in these areas is a challenge.

Riverina Institute of TAFE

Riverina Institute of TAFE (RIT) services a diverse region which stretches from the Southern Alps to the South Australian border with the Murray River at the southern boundary. It has 1200 staff with one in five permanent. RIT is faced with a range of challenges which have implications for staff development. These include a diverse range of training needs, thin training markets and limited resources. The most common concerns identified by staff were related to obtaining a workplace assessor qualification, technical currency, IT skills, training packages and changes in teaching and training.

Responses to the above challenges, and concerns included arrangements designed to make staff development more cost-effective; for example, by bringing experts to RIT, annual staff reviews and activity reports, promoting a greater range of alternative staff development activities to achieve the same end, a supported independent learning program, a stronger corporate focus, a program of desktop tutorials and greater emphasis on workplace learning, collaboration and sharing. Responsive innovation with a high level of consultation with and satisfaction by staff were the prime reasons for including RIT as a case study.

Staff experience a number of barriers to development: individuals may not be able to be supported for their preferred way learning, costs may have to be borne by staff, and the requirement that a significant proportion of staff development, including travel, has to be completed by staff in their own time. Many staff give development a low priority because they are just too busy while others are not able to resolve the conflict between the demands of their immediate work and longer-term benefits. Still others are not strategic in their own career development. Communication concerning staff development is not always effective. For example, sessional staff who spend only a short time on campus are often not aware of available opportunities. While they have access to email the time needed to sort through the mass of material can be daunting. Further casualisation of the teaching staff may be a barrier to future participation in staff development.

Staff made favourable references to programs which helped them to perform their job more effectively; the arrangements for identifying their own developmental needs and preparing a professional plan to meet them; the way in which staff development provided concrete demonstrations of and opportunities for practice; links to RIT strategic plan; and the quality of staff development activities.

From this case study, it appears that good practice must involve people at the highest level in the organisation so that staff development becomes an integral part of strategic planning and the necessary processes to identify training needs put in place. Using a combination of using local expertise and resource-based programs proved positive. It was essential to focus on assisting staff to learn on the job and helping them to deal with the issue of change in their practice The notion of choice for staff in the ways in which they could meet their specific developmental needs is critical in coping with the diversity in complex organisations. Staff development programs need to be well rounded and balanced so that they address personal, group, organisational and sectoral issues and do so in a cost effective way.

Teaching and Learning Program (SA TAFE)

Teaching and Learning is an institute-based program specifically developed for beginning TAFE instructors in South Australia. It provides a set of suitable materials to help ensure consistency and quality in training. This program was included as a case study because it has been running successfully in various forms for many years, meets the specific requirements of a major institution-based training provider and represents an alternative initial preparation program to the Certificate IV in Assessment and Workplace Training which has become the industry standard. It is available for both permanent and non-permanent staff.

The program consists of five modules, is organised in two stages and has a nominal duration of 110 hours. The flexible, responsive and learner-centred manner in which the program is delivered using experienced and skilled facilitators and mentors, is seen as means of promoting the organisational culture and values of the institute and ensures a commitment to continuous improvement. The course facilitators model the behaviour they seek to promote. Mentors are selected on their expertise as practitioners and have the task of guiding and supporting the development of good practice in new lecturers in their specialist area. New lecturers, regardless of their employment mode, claim that time is a key barrier to accessing and continuing with this staff development program. The program facilitates ongoing staff development through appropriate articulation arrangements. The Teaching and Learning program has the following attributes which make for good practice in staff development—management support, sufficient quality resources, a network of competent facilitators and mentors, and sound links to key human resource functions.

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Tropical North Queensland Institute of TAFE

The Tropical North QLD Institute of TAFE is based in Cairns in a region that is relatively isolated, sparsely populated and remote. The institute management has to provide a more or less independent program of staff development suitable for its own members and unique situation, a situation which includes a high proportion of indigenous, NESB and people with disabilities in the population. The institute enjoys a high reputation for servicing the needs of the region and overcoming many of the problems associated with keeping staff up to date with developments in industry and in the reform of training. The institute has also actively explores innovative ways of organising and delivering training services. It is for these reasons that this institute was selected as a case study site.

The institute recognises the value of staff development in fostering the creation of an entrepreneurial and innovative culture. Staff development funding is allocated to faculties or business units according to the priorities identified in the institute strategic plan. The funding of individual staff members involves a performance-planning process which takes account of individual needs and preferences and operational priorities, such as the need to increase flexible delivery. In general permanent and fixed term staff receive priority for funding over casual staff. Staff interviewed valued those staff development activities that allowed them to maintain their currency in their field and improve their teaching practice in and understanding of vocational education and training. Institute staff development programs demonstrate a strong commitment to action learning principles and lifelong learning. Staff were critical of staff development activities which were not relevant, poorly organised or failed to take account of the background knowledge and needs of the audience. They valued the help of more experienced staff through coaching and mentoring. Those responsible for staff development have had to be creative in generating cost-effective alternatives to traditional activities. The institute also sought to attract a diverse high quality staff in order to be able to respond in such ways. In summary the case study 'paints a picture of a vibrant and responsive staff development culture amongst teachers and trainers that maximises the knowledge of its staff to benefit the workplace'.

VET Initial Teaching and learning (VITAL)

The VET Initial Teaching and Learning (VITAL) program was developed for use with new teachers, both full- and part-time, who are employed by NSW TAFE and have limited classroom experience. It is equivalent to five of the eight units of competence in the Certificate IV in Assessment and Training. VITAL can be used with experienced staff as a refresher course or to provide credit towards a Certificate IV in Assessment and Training. It replaced the National Teaching and Learning program and is now used widely within NSW TAFE. VITAL is organised into more self-contained sessions each with its own outcomes, focus questions, key concepts, activities and reflection exercises. It is designed to be delivered in modes ranging from all face-to-face through to totally independent study, print-based or on-line.

VITAL has been well received, particularly by sessional and casual teachers. It has a number of features which reflect best practice. These include (i) immediate relevance to the TAFE context including contemporary classroom teaching practices (ii) flexible arrangements for delivery which model this process (iii) a design which seeks to actively involve participants in group-based learning in ways which reflect the process of facilitation (iv) quality resource materials with concise and accurate information about issues and developments in the VET sector (v) guidance and training for facilitators and (vi) follow-up support to develop competence in teaching. The immediate outcomes of using this staff development program in the most common face-to-face mode seems to depend mainly on the quality of the local facilitator rather than the quality of the centrally prepared materials. Effective facilitators take into account the background of the participants and use their experience as a basis for further learning.

West Coast College of TAFE

The West Coast College of TAFE in Perth has 640 staff and provides a wide range of training. It was selected as a case study for the proactive and strategic way in which this college addresses, individual, local, state and national needs in staff development. The performance management policy of this college links individuals to its corporate goals through a process of review and discussion with supervisors. Staff development is the responsibility of two units, Professional and Career Development and Organisational Learning. The former is more concerned with individual needs and operational programs while the latter is more concerned with group and organisational needs addressed through projects with a strategic focus and funded through initiatives such as Framing the Future.

All staff have access to staff development but barriers to participation include time, timing, availability, relevance, support and appropriateness. Availability of relief is a major barrier for permanent staff. Contract and sessional staff are often employed for short periods and this reduces opportunities to identify and organise suitable staff development.

Successful staff development is seen as requiring (i) an appropriate organisational structure (ii) a supporting culture and (iii) open communication. The professional development projects, in particular, have contributed to the development of quality VET provision by supporting staff in implementing sectoral reforms and developing a more open culture which supports organisational change. The project management model used is critical in achieving these outcomes as is the support of management.

Wide Bay Institute of TAFE

Wide Bay Institute of TAFE (WBIT) is based in the Queensland centres of Maryborough, Hervey Bay and Bundaberg. WBIT was awarded Queensland Training Provider of the Year and was joint winner of the Australian Training Provider of the Year award in 1999. It has a Centre for the Advancement of Innovative Learning (CAIL) which has been influential at the State level in terms of staff development. An Australian Quality Council review recently identified opportunities for professional development as a strength of the Institute. For these reasons WBIT was selected as a case study site.

The 1999–2002 business plan identified four key outcome areas: quality product; customer service; capacity-building; and business performance. Capacity-building involves the enhancement of the ability of the organisation to function in the future and has important implications for innovation and the development of a creative, highly skilled and high performance workforce. Staff development is central to this vision especially in the areas of leadership, information technology and management.

At WBIT teachers have a total of two weeks per year allocated for staff development. According to the training plan, staff development aims 'to ensure that staff have the skills so that they can respond to client demands and be confident in working together to achieve goals using innovation, responsiveness and flexibility'. A staff development week is held early in the year to which all staff, including contract and sessional staff, are invited. Contract and sessional staff are not compensated totally for their attendance time. The conference deals with strategic organisational matters and professional development.

The institute has a limited formal process for appraising staff development needs and outcomes. Individuals have to submit reports on staff development activities undertaken and make suggestions for the staff development week program and other staff development needs. Much of the emphasis of recent staff development has been designed to assist teachers change from delivery of content to managers of learning, and to make them aware of recent developments such as training packages, and is enhanced by ongoing support and mentoring. Staff value activities which are relevant and directly applicable to their current situation. Special support is provided for new instructional staff. CAIL, which formerly had a State-wide responsibility for providing support for the National Training System, has retained its special support role and focus on innovation within the Institute.

The institute director claimed that staff development was a key factor in determining the quality of VET provision and that it was critical in times of rapid change and changing roles for teachers. Quality delivery is essential in the training market and must become the focus of the organisational culture. Staff need the opportunity to be at the cutting edge of practice.

From this case study the following propositions about good practice in staff development emerged: it is supported by management, teachers and industry; it is the result of collaboration between management and teachers; it is focussed on institute outcomes; it is viewed in a broad context and timeframe; its management is important for the success of the Institute; it is important to have a focus; a wide variety of developmental activities should be available; its processes should encourage participation; it should be immediately applicable and relevant; it should have a future perspective; genuine feedback must be included; it must be well-organised and delivered; and timing must be appropriate. The barriers to participation in staff development activities identified included: time restraints; costs; travel/distance; general nature of programs rather than specific; poor quality/delivery; and organisational restrictions. The organisational factors which support good practice in staff development were found to include: vision and commitment by management; availability of specialist support; and an environment in which staff development is seen as a partnership between the organisation and the individual staff member.

Case study: Work-based learning

This case study involved two Melbourne sites using work-based learning, as part of the Framing the Future initiative, to achieve practical outcomes related to training packages. The first site, Workplace Learning Initiatives (WLI), involved managers, administrative and teaching staff in all employment modes; the second, Northern Melbourne Institute of TAFE (NMIT), involved volunteer sessional staff working in the office administration department. The first site was chosen for its general reputation for work-based action learning and the second for its focus on the sessional staff.

Both sites were faced with the same real issue and used the same approach to staff development involving a series of action learning set meetings. At NMIT the project was centred on the development of teaching/learning/assessment materials and at WLI projects included the development of a website, the analysis of frontline management and workplace values.

These two staff development programs were highly valued by participants. The outcomes were seen to be a product of a number of factors, including relevance to the workplace, collaborative team-work, the appropriateness of the learning processes, the quality of the facilitation/interactions, mutual support, the immediate value of the final products of the projects and the knowledge gained in their development together with an opportunity to reflect upon practice. The sessional staff particularly valued the opportunity to work with colleagues, receiving recognition of their needs and support through mentoring. Professional isolation is a critical issue for such staff. Time and timing were critical issues for all involved, particularly sessional staff where the opportunity cost in participation is often high. This case study highlighted the importance of context and learning processes for staff development.

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